DOCUMENT RESUME

ED 024 127 EA 001 742

Integrated Quality Education: A Study of Educational Parks and Other Alternatives for Urban Needs.
Berkeley Unified School District, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
Report No-ESEA-Title-3
Pub Date Jul 68
Note-84p.
EDRS Price MF-$0.50 HC-$4.30

Descriptors-Bus Transportation, *Educational Parks, *Educational Planning, Elementary Schools, *Equal Education, Estimated Costs, High Schools, Middle Schools, Racially Balanced Schools, School Design, *School Integration, *Urban Education

This report, funded under Title III of ESEA, describes the Berkeley Unified School District's search for a permanent solution to the problem of maintaining racial heterogeneity along with educational quality. Of the alternatives available, the educational park concept was found to be most promising. Early sections of the report deal exclusively with the planning processes relating to the dissolution of elementary school segregation in Berkeley. The remaining portions describe the longrange planning of an educational park complex and a prototype model of a middle school, grades 4-8, as part of that complex. Cost associated with the various innovations are carefully analyzed. (TT)

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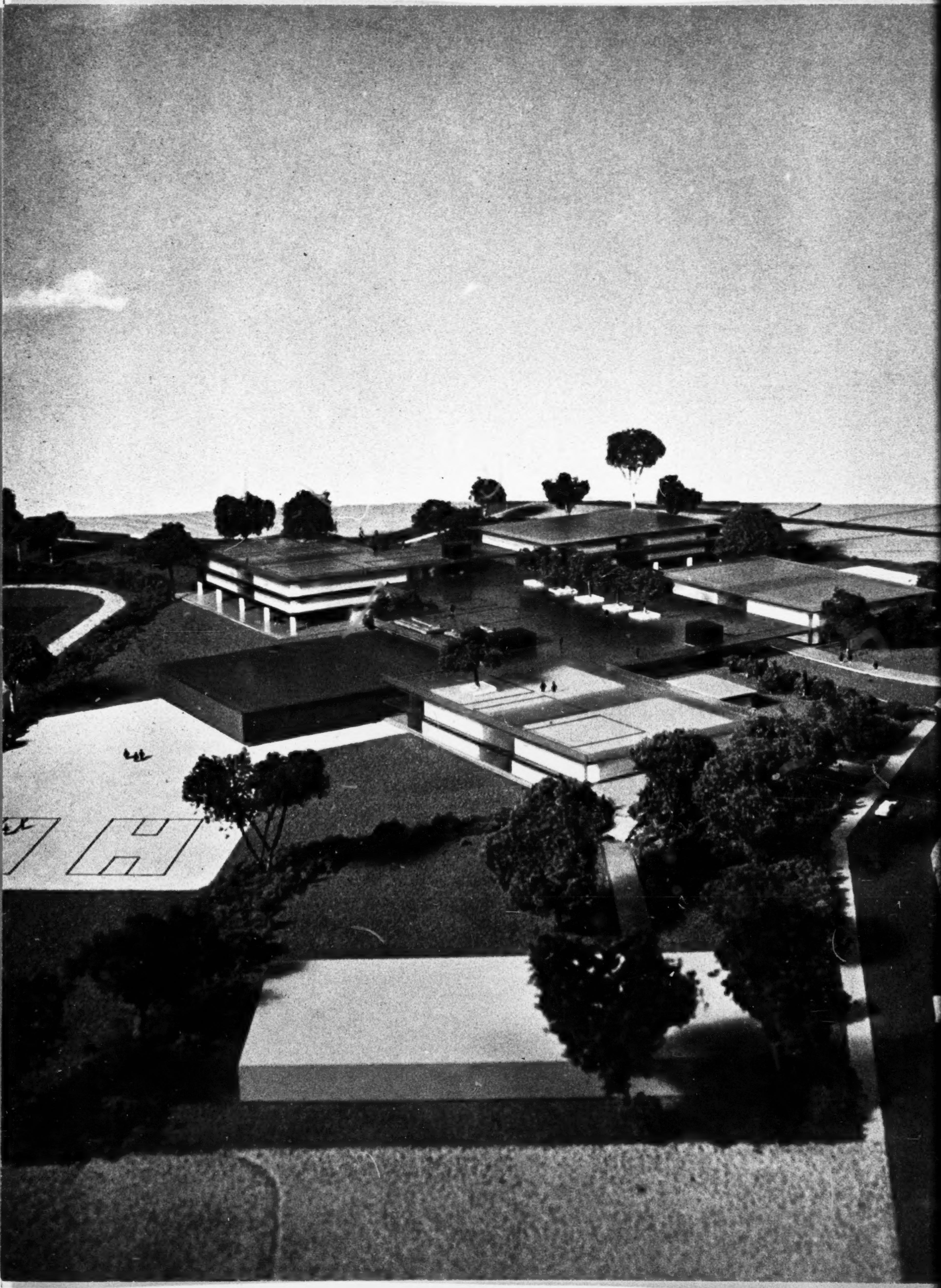
Integrated Quality Education

Berkeley California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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Integrated Quality Education
A Study of
Educational Parks and Other Alternatives for Urban Needs

Elementary and Secondary Education Act 1965 (P.L. 89-10)

Title III

BERKELEY UNIFIED SCHOOL DISTRICT

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1414 Walnut Street
Berkeley, California 94709

July, 1968

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July, 1968

LETTER OF TRANSMITTAL

TO THE BOARD OF EDUCATION OF THE
BERKELEY UNIFIED SCHOOL DISTRICT

The ESEA Title III grant for a study entitled "Integrated Quality Education; A Study of Educational Parks and Other Alternatives for Urban Areas" has been completed according to the Federal contract, and an amended time schedule. The study has related to both immediate and long-range planning for improved school facilities, and for curriculum change and improvement to better serve all students in the community.

We wish to express our appreciation for the excellent assistance that we have received from the Board of Education, the Superintendent of Schools, the District faculty and staff, the City Planning, Recreation, and Redevelopment Departments, all other civic groups, and interested citizens. This report is a direct result of this fine cooperation, and any omissions and limitations are the responsibility of the Educational Park Staff.

We would like to emphasize that educational planning is a continuous process. Our feasibility study is built upon past activity which has influenced and made immediate planning activity both desirable and possible. We believe that we have made some progress in planning for the future, but we are aware also that more detailed study is required to develop viable plans, and to seriously attempt to anticipate all related factors involved in this comprehensive community enterprise. We urge, therefore, that the project be continued for the in-depth development of its many aspects.

We submit this report to the Board of Education with the sincere hope that it will be helpful toward resolving needs of a city school district which is committed to the promise of an equal educational opportunity for all its citizens.

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Arthur D. Dambacher
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Eileen S. Rygh
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Foreword

The small planet which we inhabit seems to grow smaller daily due to technological advances in communication and transportation. The quickened momentum of life in a highly industrialized and automated society intrudes upon all aspects of life from instant foods, to instant culture, to instant participation in the world's events through satellite television. No area in life is static today; the challenge of change embraces the entire world which has become a conglomeration of interdependent neighborhoods.

Even as the old geographic frontiers are reduced, new frontiers in space and knowledge are emerging for exploration and understanding. The educational task implicit in the need for new approaches and programs to meet the dynamics of change must be coupled with renewed dedication to moral and spiritual values. More than two hundred years ago, John Donne recognized human interdependency, when he wrote that "no man is an island." Moreover, the legacy which our republic has bequeathed and perpetuates is predicated upon the worth and rights of all individuals, and represents a national commitment toward the development of a responsible and intelligent citizenry.

From the time that the Berkeley School District began reforming the fabric of its educational system to provide equal educational opportunity for all its children, it has faced, and continues to face vastly complex educational issues. The critical need to redress the problem of racial separation in the schools affects the entire community, since it is a problem that extends beyond school boundaries into home environments. The very enormity of the problem implies that its correction must come through many institutions and many processes. While the District recognizes that the ramifications of racial and economic segregation cannot be met and overcome through racially balanced schools alone, it believes it must make the most responsible contribution it can in this direction.

Social responsibility and the feasibility for successful political action are often uneasy partners which depend upon the success of past programs, and upon the quality and kind of leadership offered for change.

The school district's history has demonstrated that programs for change often have created controversy which was subsequently repudiated. The combination of these fortuitous circumstances, and concerned leadership has enabled continued progress. Such leadership has understood that reform and change are disquieting actions which are resisted alike by the courageous and timid, the powerful and powerless. To overcome the fears that ignorance breeds, therefore, the District has employed the strategy of wide involvement for planning major policy change. The key to this strategy is people, who through a number of multi-leveled processes probe the problem areas in efforts to find solutions. The involvement is inclusive, reaching all levels of personnel within the school district, and penetrating all levels of the wider community. Thus, the involvement becomes a team process for problem-solving which is, of necessity, deliberate, and often cumbersome. Yet, it is both vigorous and enlightening for it yields vitality and strength to the ensuing plans, and an increased awareness and commitment among the contributors and the community.

The chronicle that follows demonstrates the processes the school administration set in motion toward developing plans for a model school system of educational parks, and other alternatives. The early chapters deal exclusively with the planning processes relating to the dissolution of elementary school segregation in Berkeley. The plans to reorganize the elementary grades represent realistic and forthright alternatives for a superior program of instruction in an integrated setting. The remaining chapters relate to long-range planning of an educational park complex and a prototype model of a middle school, grades 4-8 as part of that Complex.

I. Historical Background and Characteristics

Berkeley, California, an East Bay city in the Metropolitan San Francisco area, has a cosmopolitan population slightly above 120,000 people and is composed of about 70 percent Caucasian, 25 percent Negro, and 5 percent Oriental people. During the last generation, the size of the white population has remained relatively constant, and the population of the minority groups has increased. The growth is especially significant in the Negro community which has gained 21 percent in this period. During the last five years, however, the racial composition of the city seems to be stabilizing and the city school district (with boundaries coterminous with those of the city) presently reflects the following student racial distributions: 51 percent Caucasian, 40 percent Negro, and 9 percent Oriental and Other.[2]

TABLE 1

TOTAL POPULATION AND RACIAL COMPOSITION OF THE COMMUNITY

1940 – 1966

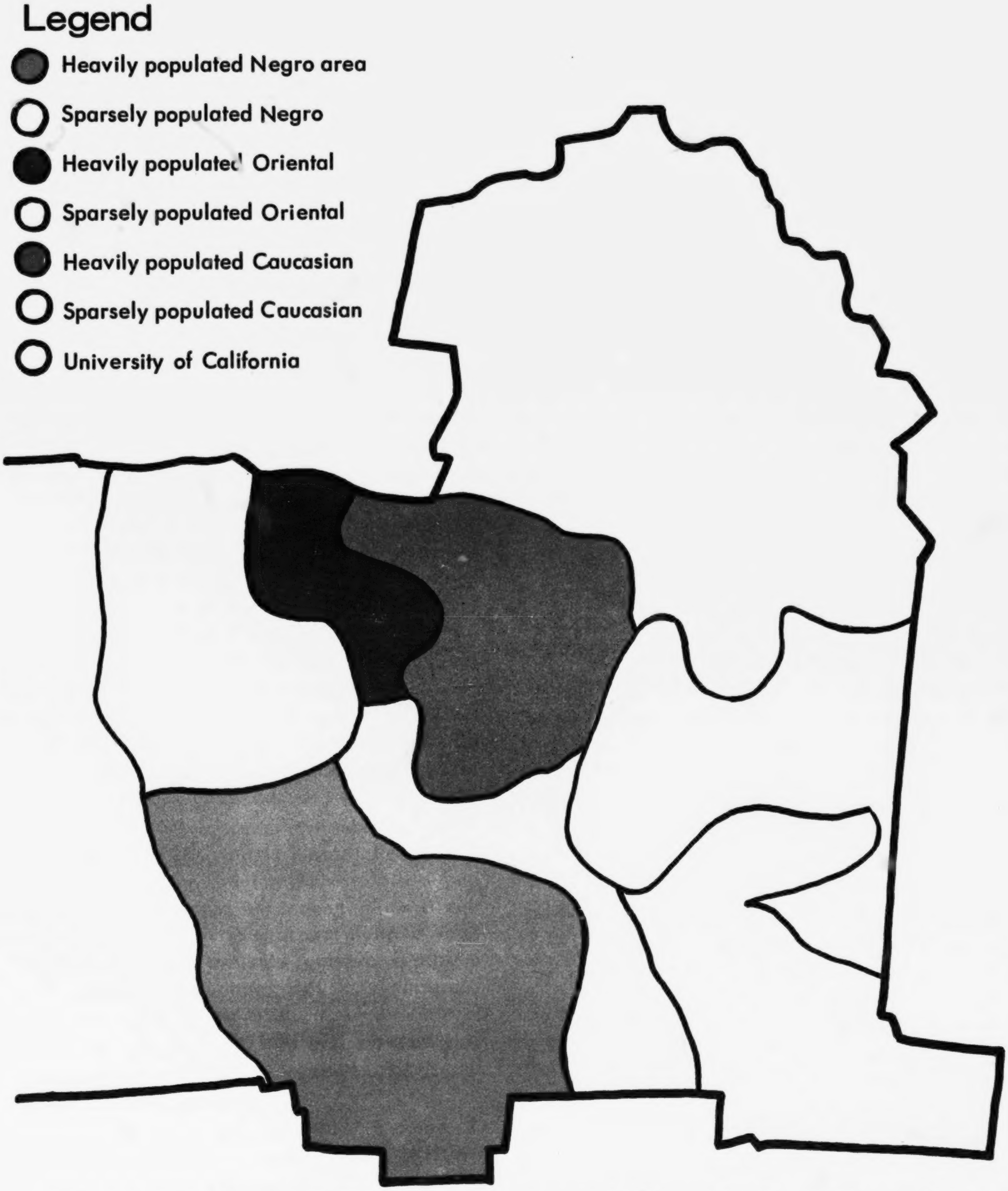
Year	*Total Population*	*Race*	*Population*	*% of Total*
1940	85,547	White	80,267	93.8
		Negro	3,395	4.0
		Other	1,885	2.2
1950	113,805	White	92,268	84.6
		Negro	13,289	11.7
		Other	4,248	3.7
1960	111,268	White	82,081	73.9
		Negro	21,850	19.6
		Other	7,337	6.5
1966 (est.)[1]	120,300	White	84,210	70.0
		Negro	30,075	25.0
		Other	6,015	5.0

Source: U. S. Department of Commerce, Bureau of Census, Census of Population.

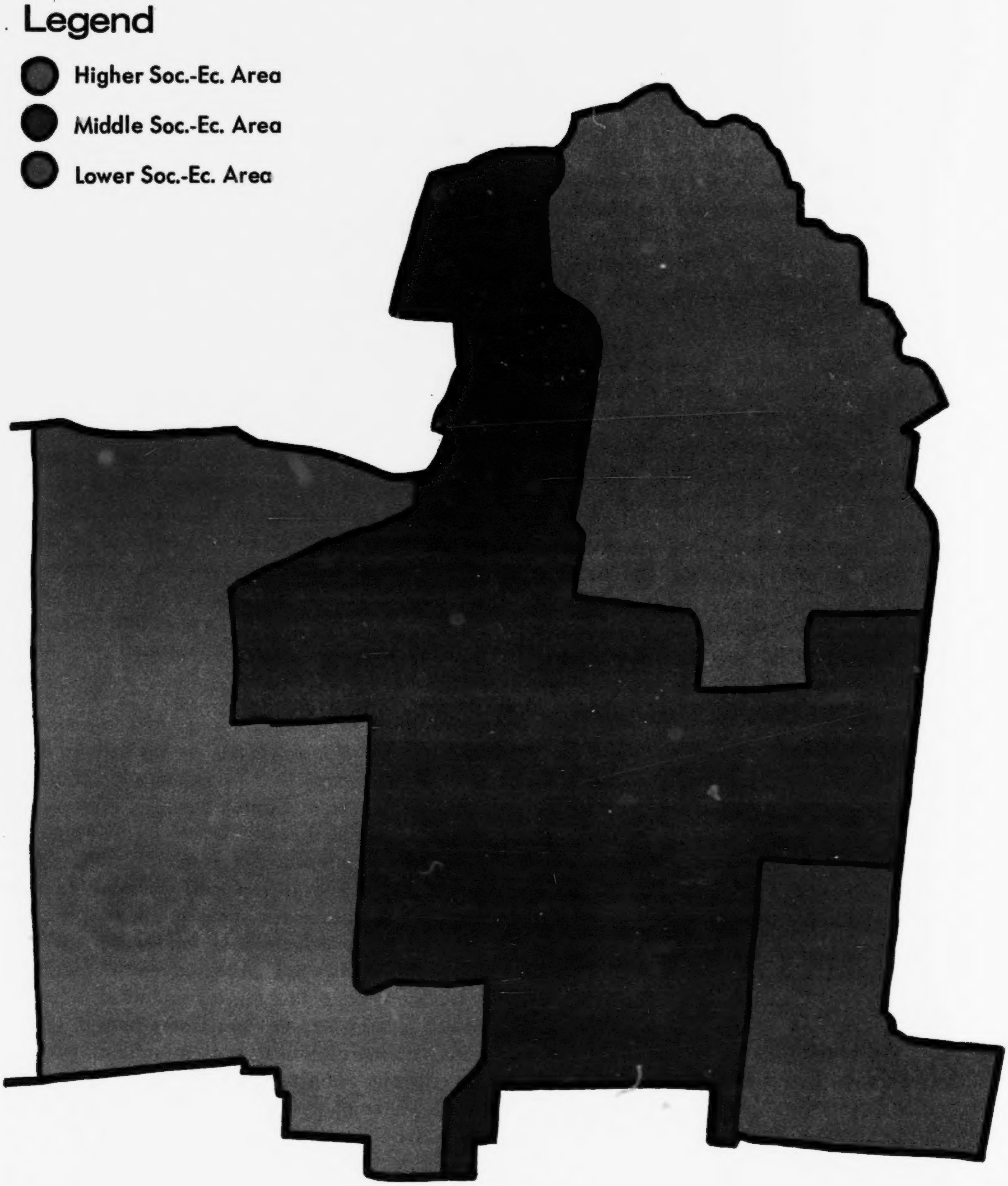
The University of California is considered the major industry in Berkeley, although there is a significant industrial complex of more than three hundred firms. The combination of geographic location and education-industry provides a rather unique urban-suburban environment, with a large percentage of professional people in residence. Yet Berkeley may be most aptly characterized by the diversity of its racial and cultural groups. The contrasts range from the well educated business and professional citizens to those whose opportunity for education and social mobility have been severly limited; there are significant numbers of elderly or retired persons who remember Berkeley's suburban status, and there are large numbers of young persons and students who are formally and informally associated with the University, and who question today's societal values.

Among all these persons, there exists an active and articulate interest in civic affairs. It is from this community that the school district seeks and finds a good measure of responsible leadership in affairs dealing with the schools. For the circumstances of the community are those which foster individual participation in the problem-solving processes, and which bring about improvement and progress.

A major problem in Berkeley, however, is one which it shares with other cities in the northern and western parts of the nation. This is the problem of residential segregation. The majority of Negroes are concentrated in the flat western and southern areas of the city; the hilly northern and eastern sections are populated almost entirely


Legend
Heavily populated Negro area
Sparsely populated Negro
Heavily populated Oriental
Sparsely populated Oriental
Heavily populated Caucasian
Sparsely populated Caucasian
University of California

Student Racial Distribution and Population Density in Berkeley


Legend
● Higher Soc.-Ec. Area
● Middle Soc.-Ec. Area
● Lower Soc.-Ec. Area

Socio - Economic Distribution of Berkeley's Populace by Caucasians; and most of the Oriental population are located in the middle of town in an arc from the south to the northeast.

Segregated housing, and a traditional system of neighborhood schools has resulted in de facto school segregation. At the present time, four elementary schools in South and West Berkeley have enrollments that are largely Negro; three schools in the middle of town have reasonably well integrated student populations, and seven other elementary schools are predominantly Caucasian.

The secondary schools were integrated in 1964 when the school boundaries were redefined to create two two-year racially balanced 7-8 grade schools, and one ninth grade campus. The one senior high school which is centrally located and serves grades 10-12, always has been integrated.

Education has been a primary interest of Berkeley citizens through the years. Its influence has extended from the city's early Spanish history, to the foundation of its distinguished State University, the formation of the Berkeley Unified School District in 1878, the same year that city incorporation was achieved, and continues its impact in current educational reform.

This broad interest and support has enabled the District to be a pace-setter in innovative educational practices for seventy-five years. The District has led the nation in junior high school and early childhood education programs. Berkeley High School has been consistently honored over the years for programs of merit, and its graduates continue to receive many awards for excellence, accomplishment, and leadership.

Since 1958, the school district has been pursuing ways to overcome the critical problem of racial separation in education. In response to liberal community leadership, a beginning was made then toward the amelioration of de facto school segregation. Throughout the past decade, citizens' committees have been appointed to study major social issues in the schools; additional minority teachers have been hired; and in 1960 the Intergroup Education project was organized to promote greater teacher awareness to and understanding of problems relating to racial and cultural differences. This latter project not only has reached hundreds of school people, it has reached beyond, to large numbers of people in the community, and has been instrumental in promoting general interest in, commitment to, and acceptance of the desegregation process.

An earlier report and subsequent plan to eliminate junior high school segregation prompted intense community interest and controversy, and resulted in the previously mentioned grade reorganization in 1964. Moreover, the desegregation activity caused a bitter recall election of the Board of Education members who had voluntarily supported the desegregation plan because of its educational and moral merit. The subsequent and outstanding victory of the Board members by the election should be emphasized because not only did it vindicate the commitment and leadership of the Board of Education, it also represented a symbolic victory for integration activity unemcumbered by a court order – a mandate which could give assurance to other school districts with similar plans.

In the midst of this community strife, a new school administration took office. During the months between his election and his assumption of office as Superintendent in September, Dr. Neil V. Sullivan commuted frequently to Berkeley to plan his administration and organize his staff. His staff, therefore, was philosophically committed to the District's program for integration, and provided the necessary educational leadership for it. Immediately after the Recall election, the Superintendent requested the formation of a broadly-based School Master Plan Committee of 138 persons, about one-third staff members, two-thirds lay citizens, which was charged to make an in-depth study of the District's educational program, its operation, and development, for purposes of immediate and long-term recommendations.

The School Master Plan Committee represented an experiment in community involvement in public education reaching beyond the traditional role of citizens' committees created to advise boards of education. It was charged to consider the whole spectrum of public education in a modern urban community with complete freedom to study and to recommend.[3]

Many topics were not included in the Committee's work, however, or were intentionally not treated separately. For example, Committee consensus decreed that the issue of racial integration be treated as an *integral* part of the subject matter of each committee. Racial integration had become the key element in all considerations for a program of quality education. Thus, the years of community involvement that were spent trying to ameliorate the conditions of school de facto segregation, have produced the concept in the minds of the community and staff that racial integration is implicit in any program of true quality education.

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[1] Since 1965 there has been a yearly increase in the number of Caucasian students enrolled in the Berkeley schools. This relative stability in racial proportion offers the hope that the District will be successful in maintaining a racially balanced school community. Further, it should be noted that Berkeley began taking racial censuses in its schools before the State Department of Education required it; the censuses are visual – no child is asked his race.

[2] *Berkeley, California*, Beverly Hills, California: Windsor Publications 1966, p. 43.

[3] After two and one-half years, or approximately 20,000 man hours of study, a two-volume report was published in the Fall, 1967. Volume I contains School Master Plan recommendations as approved in plenary session. Volume II contains detailed recommendations of the respective committees.

II. Elementary School Integration

The Elementary and Secondary Education Act of 1965 made the first step toward elementary school desegregation in Berkeley possible. The four southwest elementary school attendance areas became the "target areas" for ESEA funds. The certificated staff in the District was asked to contribute ideas for these schools; faculty discussions were encouraged, and the staff responded with many excellent suggestions. These suggestions provided the foundation for a program which provided improved educational opportunities in West Berkeley, and the initial step toward elementary school desegregation. By hiring extra faculty members, the teacher-pupil ratio was reduced in the target schools, which resulted in the need for added space for approximately 250 of these pupils. The predominantly Caucasian schools in the northeastern part of the city were surveyed and vacancies were found there to accommodate these children.

Subsequently, the Title I proposal which was submitted by the school administration to the Board requested a comprehensive compensatory education program in the target area schools, and transfer by bus out of the area for the 250 students. Suggestions solicited from the community and staff, together with those received at open meetings and workshops were incorporated into the proposal. While noting some opposition to the busing program as well as the need to recommend an increase in the tax rate at the next election, the Board of Education unanimously adopted the proposal in November, 1965, and its implementation was scheduled for the following Spring. It was submitted to and quickly approved by the State Board of Education. The months prior to implementation were devoted to student selection[1] and to the preparation of parents and children for the change. The plan was put into operation at the beginning of the Spring semester, 1966. It proceeded smoothly, and was well received by the families of the transferring students and by the receiving schools. While the program resulted in partial desegregation only, the youngsters involved, and their families helped overcome racial barriers, and through new friendships have furthered the cause of integration.

An important result of the early controversies over desegregation was the repudiation of many of the threats and activities which the integregation plans produced. Members of the Board of Education were threatened with removal from office if they took positive action. Yet they won a significant victory in the recall election, and in a later regular election.

The alarmist threat that large numbers of Berkeley's teachers would leave the system not only was unjusitified, but the rate of teacher turnover was reduced. In fact, at the present time the District has many more applications on file than positions it can fill.

The last tax election in 1966 involved a $1.50 increase in the tax rate, and was passed at a time when tax elections for lesser amounts were being defeated all over the state and nation. A majority of 60 percent of Berkeley voters disavowed this threat to the community.

Finally, there was the disturbing threat, that school desegregation would result in a huge movement of Caucasians from the city into the suburbs or other nearly all-white communities. But this did *not* happen either. Indeed, a racial census in the fall of 1966 revealed that not only was there no acceleration in the trend of decreasing Caucasian enrollments; there was, in fact a reversal, that is, an increase in Caucasian enrollments over the preceding year.[2]

The success of the Berkeley District is attributable to the combination of many factors. The people of Berkeley have demonstrated on many occasions an unusual degree of willingness to face the challenge of change with conviction and action. The school administration has exerted strong leadership in the identification of issues and problems, and has made a concerted effort to keep the community thoroughly informed of all educational activity. And the commitment and enterprise of the Board of Education toward a system of quality education has persevered in spite of conflicts and pressure. Thus, the community and school staff, through committees, meetings, and workshops have joined together to mold a way of educational life.

However much success the District has had in working out its problems, more action was necessary to realize the goal of total school desegregation. So with a background of progress, in April, 1967, the Board of Education unanimously adopted its resolution to desegregate all its elementary schools, and chose to effect this program no later than September, 1968. The administration was instructed to present a plan or plans to the Board that would fulfill this commitment. The plans were to provide for continuing educational improvement and were to be developed through massive community involvement.

The planning process which began immediately, became a central function of the staff of the Educational Park Study, following its appointment to this task by the Superintendent.

THE ROLE OF THE EDUCATIONAL PARK STUDY STAFF

The Educational Park Feasibility Study was initiated as a way to help meet the needs to structure a quality educational program attuned to the demands of the Seventies, and responsive to the needs of the residents of the community for equality of educational opportunity. Moreover, it was believed that the Study would further assist the community in planning multi-purpose educational facilities, and thereby contribute to a school system which would keep and attract qualified and capable personnel.

Administrative planning for a Study to work on plans for a model system of community educational centers, i.e., Educational Parks or Their Alternatives began more than a year before the project became a reality.

Prior to concerted educational park/alternatives brainstorming, District personnel representing the administration, teacher specialists, and classroom teachers visited several school districts across the nation where there was on-going activity related to educational park development. Impressions received during those visits substantiated the premise that educational park activity is based on two dominant educational values – racial integration and instructional excellence. Other findings which seemed significant and which may be found reflected elsewhere in this report related to increased student achievement levels, attendance boundary assignments, and flexible scheduling and flexible classroom space. Thus, from its inception, the Educational Park staff was actively involved in all plans for integration as part of an administration-staff-community team to develop high quality education simultaneously with integration after the Board's resolution in April 1967.

In order to meet the needs regarding the education program and facilities significant to these needs of the community and its students, two task groups were formed to assist the Educational Park staff in its planning.

Task Group I on Instruction was formed because a prime concern of the District is the achievement level of all students within the system. The goals of the project, therefore, were directed to those programs that would provide the means for increased achievement on the part of all the students. Task Group I would investigate the various programs and organization related to curriculur procedures which would result in recommendations for revisions, modifications, and innovation in this area.

Task Group II was formed to develop organizations and structure that would accommodate the educational specifications for the instructional program while compensating for the environmental deficiencies in the community.

A significant element in the development of a new educational organization for a community must be the realization of the community's needs and desires. To become informed of the factors and characteristics which might assist in determining the needs and desires of the community, economic, geographic, social, and demographic factors should be considered in depth. Thus, part of the activity of Task Group II and the Educational Park project staff would include meetings with representatives of city agencies and urban planning specialists. Included also would be the study of specialized and supportive services related to any ongoing educational program. Further, any recommendation for organizational and/or structural change had to include present and projected cost estimates. Indeed, the *feasibility* of these recommendations was influenced in part by real implemental and operational fiscal considerations.

Research and Computation

BERK
SCHOOL
DIST.

The Educational Park staff began its activity with a demographic study of the student population of the District, basing it on the ethnic origin and grade level of all students, grades kindergarten through 12. From these data, a series of demographic overlays for a 6′ x 7′ map of Berkeley were made. Each overlay consisted of a clear plastic sheet on which racially color-coded dots were placed to represent the residence locations of each student in attendance in the Spring 1967 for grades K-6[3]; a composite overlay map for all students in these grades was also made. The overlays became useful visual aids for interpretation and evaluation of all proposed logistical and organizational activity.

The Educational Park staff compiled information on three other dimensions to aid in its planning functions. A census deck of 15,500 IBM cards containing name, grade level, street address code, and ethnic origin of each student in the District, grades kindergarten-12, Spring 1967 also was compiled. Periodically this Master Data Deck was updated to keep the information current. A data deck from the Counseling and Guidance Center showing student scholastic achievement levels, grades 1-6, was merged with the census deck to provide more detailed information about the elementary children. This information was considered vital to achieve the best possible racial, achievement, and socio-economic balance, and to aid analyses and projections in planning.

A socio-economic distribution of elementary students was compiled by converting geographic areas of the city into socio-economic areas. Berkeley's twenty-eight census tracts were each assigned a socio-economic factor score derived from a formula which took into account educational and occupational levels of residents, and the resultant socio-economic score was assigned to students living within that area. Although this was only a calculated estimate, it was a valuable aid for student grouping and enrollment plans.

A school building survey also was conducted which produced such data as site and building schematic sketches for each of Berkeley's schools with detailed information on classrooms and special facilities. This information consisted of numbers, size and capacities of classrooms, and room location.

A third data deck was compiled by converting the street codes into block codes and map coordinate codes. This deck permitted evaluation of transportation needs according to student selection, distance radii, scheduling, etc.

All of these data decks were designed to permit the use of computer programs to assist in the analysis of the integration plans under consideration.

Library materials, visual aids consisting of bar-graph transparencies of ethnic composition, and maps demonstrating ethnic distribution and density were used to assist the Group in its task.

In June, 1967, two special faculty and staff task groups were appointed by the Superintendent and charged with the specific organizational and instructional planning relevant to elementary school integration. The planning activities of these task groups *as well as* the already operating Educational Park Task Groups were coordinated by the staff of the Educational Park study to carry out the criteria established for the study which were addressed to the elimination of school segregation, and an improved educational program.

ORGANIZATIONAL PLANNING

After the Board's formal resolution in April, the Superintendent called a District-wide meeting of the elementary school faculty, outlined the task before it, and asked each member to study the problem and then to submit ideas concerning the best ways to desegregate the schools. At the same time a large number of civic organizations in the community were asked to contribute their ideas and suggestions. Wide publicity was given to the decision to integrate the schools and to all activities growing out of the decision. The special summer task groups were asked to study all the ideas contributed by staff and community, and to devise various plans which would bring about integration. One of these summer task groups worked on school organization and facilities, and the other worked on an improved instructional program. The Board appointed a representative seven-member Lay Citizen Advising and Review Committee, and assigned it to meet periodically during the summer with the Task Groups to review their planning as it progressed, and to serve as an advisory body to review the Superintendent's recommendations. The Summer Task Groups met frequently with the Advising and Review Committee and with representatives of school faculties.

Over forty desegregation proposals and suggestions were received, and reviewed in terms of the following criteria: (a) a feasible plan should provide a racial balance in all elementary schools based upon actual racial enrollment percentages, i.e., 40 percent Negroes, and 60 percent Caucasians, Orientals and Others; (b) for budgetary reasons, a feasible plan should require a minimum school plant conversion; (c) the busing program should be balanced so that children from all parts of the city would participate; and (d) a feasible plan should require only a minimum number of school changes in the child's career. From these proposals, five organizational prototypes were developed which could be used to desegregate the elementary schools. Concurrently, the Summer Task Group for Instruction developed a discussion draft of ideas for a program that could be built into the integration process.

The Summer Staff Task Group on Organization began its daily function in July to fulfill the Superintendent's charge. Forty-two proposals and suggestions[4] were subjected to careful organizational, logistical, and financial appraisal. Employing the factors listed below, each of the proposals were first evaluated and then given a numerical rating.

Proposal Evaluation

1. Grade configurations (i.e., the grouping of students to form schools with certain grade spans) were evaluated in terms of their effect upon existing organizational arrangements and the consistency of the proposed grade arrangement with established concepts of the physical, intellectual, and emotional development of the students.

It should be noted also that although the assignment was to build a plan for the implementation of elementary desegregation, the Summer Task Group was not restricted from considering plans which would affect and involve the secondary schools.

2. Each proposal was rated according to its method for providing a racial balance within each school (and classroom). While racial balance was given the highest priority, an ideal balance was considered to be one that also included achievement and socio-economic factors.

3. The proposal's effect on the instructional program was evaluated in terms of its recommendations for classroom and/or grade groupings. Also, ratings were made concerning the provision for handling student individual differences in heterogeneous groups.

4. School housing conversions were considered critical factors in evaluating the practicality of a proposal. Capacity and enrollment figures were used to assess feasibility. Proposals utilizing existing facilities were considered feasible. Because of time and financial factors, suggestions requiring purchase of new facilities, extensive renovation, and construction were considered less feasible even if they were considered to be educationally sound.

5. Given the geographical distribution of ethnic groups in the school district, a transportation program was considered inevitable to any plan to effect racial balance. This factor tended to delimit the evaluation of the transportation component of any given proposal to logistical problems in terms of time, distance, and balance. Time and distance were related to time spent in travel to and from school. The basic assumption of the balance factor was that any plan should provide an equal sharing of the transportation burden by both East and West Berkeley students. Proposals which recognized these problems and offered workable solutions were given high scores.

6. Long term implications of any given proposal were evaluated in terms of the effect it would have upon the future educational program, i.e., the degree of stability and/or flexibility the plan permitted as a result of its commitments to the use of certain physical structures and organizational arrangements.

7. Suggestions for staff in-service training were listed and forwarded to committees planning future in-service programs. Staff placement plans were studied and evaluated on the basis of their provision for racially and experientially integrated staffs at all schools.

8. Attempts were made to assess the possible reactions of staff and community to any given proposal. Evaluations were made on the basis of previous reactions by individuals and groups to past integration programs. Reactions to current proposals also were sought and received from lay citizens and professional staff.

9. Proposals were rated favorably if anticipated costs did not exceed existing budget commitments to integration programs. Only those cost factors relating to the logistics of integration were considered.

PROTOTYPE SUMMARIES

At the present time, the District owns fourteen elementary schools, grades K-6, and three primary schools, for a total of seventeen neighborhood schools.

Seven of these buildings are more than forty years old; one is thirty years old; seven, including the three small primary schools, are about fifteen years old; and two are less than five years old.

There are a total of 364 classrooms to house 8,956[5] children. Of these classrooms, 294 are regular, 33 are make-shift rooms, and 37 are relocatable rooms.

Generally speaking the school sites are inadequate when judged by modern standards, and in terms of playground space.

Several of the proposals which the Summer Task Group reviewed were related to both elementary and secondary grade levels in the District. Because of their educational merits, two of the final prototypes reflected this comprehensive grade organization. Moreover, while the prototype plans indicate kindergarten as the beginning level, all plans included early childhood education programed in varying degrees, but limited by the complexities of space and time factors.

Housing needs for all proposals were estimated on the basis of 25 students per classroom. If more relocatable classrooms are necessary to meet increased enrollments, their acquisition under a seven-year lease purchase plan would keep conversion costs minimal.

Transportation costs were considered in terms of the "two-way" use of buses carrying an average of fifty students each, and included cost of parking facilities as well as operational and prorated capital outlay expenses.

1. *The Kindergarten through Grade 6 Plan.*

The District would be divided into four East-West strips. The elementary schools would retain their existing grade organization, i.e., grades K-6 in fourteen schools, and grades K-2 or 3 in the three primary schools. This plan would require a minimum of housing conversion, and playground modification would not be required. Under this plan, transportation would be needed to bus about 3,200 students.

The K-6 Plan would require nominal faculty change since the schools presently are organized on this structure. While the number of changes in a student's career would be minimal, the possibility of inequities in transportation could develop, whereby some youngsters would walk to the nearby school for a full seven years, and others would need transportation for the full time.

2. *Kindergarten through Grade 3, and Grades 4-6 Plan.*

This regional application of the Princeton Plan would establish four East-West attendance areas in the District. Under this pattern, some of the elementary schools would contain pupils in grades K-3, and other schools would serve students in grades 4-6. The plan would not effect the current secondary school organization. Students would change schools four times at grades 4, 7, 9, and 10.

There would be a school housing conversion cost under this plan because of the safety and fire ratings on some of the buildings the District owns.

Transportation would be needed for about 3,400 students. The proposed arrangement of schools and attendance areas would provide a fair racial, socio-economic, and student achievement balance of students.

3. *The Kindergarten-Grade 4, and Grades 5-6 Plan.*

Three schools would be designated as grades 5-6 schools, one in each of three racially balanced attendance strips. All other schools in each strip would serve grades K-4. The secondary schools would not be affected. There would be necessary housing conversions under this plan, including portable classrooms, and fire safety sprinkler systems for two schools. Transportation would be needed for about 4,100 students. As under the preceding plan, this plan would require an additional school change in the student's career.

4. *The Kindergarten-Grade 4, 5-8, and 9-12 Plan.*

This plan would be comprehensive in scope, involving all grades in the system. The K-4 schools would be arranged in three racially balanced strips. Three middle schools, grades 5-8 would be established on the present junior high and ninth grade school sites. The high school site would be expanded by including an adjacent elementary school, thus permitting the consolidation of the four high school grades. Under this plan a student's school career would be divided into three parts.

Housing conversions in the elementary schools would be minimal, but major and costly conversions would be necessary on the secondary school sites to accommodate the increased student load. The educational implications, however, represent the plan's greatest strength with enlarged curriculum possibilities at the middle school level. Because of the nature of the plan, two transportation programs were suggested:

(a) transportation for about 2,650 K-4 children; or
(b) transportation for all eligible students, grades K-8 – about 5,580 students.

The high housing conversion costs in the middle schools could be reduced if the plan were modified so that satellite schools for some of the fifth and sixth grades were established at certain of the elementary schools.

5. *The Kindergarten-Grade 5, 6-8, and 9-12 Plan.*

This second comprehensive plan would house all elementary children through grade 5 in the sixteen elementary schools, and would also include a pre-school program. The K-5 schools would be organized in three racially balanced attendance strips, and there would be three middle schools as in the preceding middle school plan.

Housing conversions in the K-5 schools would be nominal, but major changes would be required at the secondary level, especially at the high school.

Transportation would be necessary for about 3,085 K-5 students. The plan would provide the foundation for curriculum improvement at all levels; and would require three school changes during the student's career. The presence of the fifth grade students with the early elementary grades would offer a leadership group.

RECOMMENDATIONS

In addition to the prototypes which the Task Group on Organization developed, it submitted a number of recommendations for incorporation with the integration process.

1. *School Equalization.* The Community should be assured that the quality of education in all Berkeley schools would continue and be comparable, and that deployment of resources to the schools, with the exception of ESEA monies would continue to be allocated on an equally shared basis.

2. *Student Orientation.* The District should assume the responsibility of advanced preparation of the students for the Fall Integration Program, 1968.

3. *Interracial Understanding.* Preparation for the integrated program should begin during 1967, in order that students of different races and social classes could become acquainted with each other, and so that frictions and tensions could be minimized.

4. *Discipline.* Not only does most effective instruction occur in well-disciplined classrooms, such instruction minimizes discipline problems. Therefore, administrators should be prepared through in-service training or meetings to develop methods of preventive discipline; and school staffs working with administrators should develop standards relating to student behavior in the schools, on the buses, and on playgrounds.

5. *Methods For Selecting Children To Be Bused.* The guiding principle used to answer the question of who would be bused and how they would be selected was equity. The resulting plan should provide equal treatment for all the children who would be involved.

Since the transportation aspect of integration was deemed so critical to the integration program, a number of the suggested alternatives follow:

(a) The Whittier P.T.A. Study Group Plan

The placement of children of all races, socioeconomic, and achievement levels in the individual schools would be determined by their place of residence. The city would be divided into small neighborhood units, and a core group living around the school, of a size determined by the balance needed in the school, would attend the nearest school without being bused. To effect a desired balance, children would be brought into each school from other neighborhood units by bus. By sending children in block units, they would go to school with their immediate neighbors. This method also would enable parental participation in school activities with neighbors. Blocks would be chosen with traffic safety patterns as a consideration.

(b) The Establishment of Ride Zones and Walk Zones

Each present school attendance area would be divided into ride zones and walk zones. Bus routes would be determined, and bus stops would be established which would meet all safety regulations. Riders would be selected by their nearness to an established bus stop. Routes would go through all attendance areas. By planning bus routes first, the safest arteries could be chosen, and the stops could be placed for the greatest safety of the children. In most cases, rider-areas could be chosen to permit a shorter walk to the bus stop than to the neighborhood school.

(c) The Random Method

A random process to assign students to schools based selection upon such variables as racial origin, achievement, learning styles, leadership traits, and sex. Using these criteria, students would be assigned to a specific school, and become riders or walkers according to their home location. The random method would delegate the responsibility of selection to a mechanical process. Each student or block of students of a given ethnic group and/or geographical area would have an equal chance to be assigned to a given school.

(d) Inner-outer Neighborhood Selection (Concentric Circles)

This plan would establish "inner-neighborhoods" and "outer-neighborhoods" for each school. The inner-neighborhood boundary would circumscribe the area adjacent to the school. The inner-outer neighborhood plan would allow those who live closest to school to walk, and would bus those who live farther away.

(e) Inner-outer Neighborhood Selection (Radial Sections)

An inner-neighborhood core, composed of a few blocks surrounding the school, would be established. Students living in this area would go to the neighborhood school. The outer neighborhoods would be divided into a number of sections equal to the number of schools designated as receiving schools. This plan provides for the retention of neighborhood ties in both inner and outer neighborhoods.

6. *Integration Assessment.* The long range effectiveness of an integrated school system is dependent upon continued research and evaluation. Thus, a joint District-University research project should be established to cover all important aspects of integration.

7. *Recommendations for Staff.* The major responsibility for the success of any integration plan rests with the teachers. Therefore, a comprehensive in-service training and teacher orientation program should be developed.

8. *Adult Volunteers.* Because many suggestions were received for increased adult assistance in the school program, and because many individuals have offered their services, the School Resource Volunteer program should be reorganized and expanded. A volunteer tutorial program should be established, and should include students from the University, and Senior Citizens. In addition, parental assistance should be continued in the school libraries, and similar assistance used in playground and bus supervision.

9. *Community Public Relations.* Great emphasis should be given to the wide diffusion of desegregation information to the public through news releases and special stories to press, radio, and television. Progress reports of desegregation plans should be made at all Board of Education meetings, and the Board should authorize the dissemination of all preliminary plans for public consideration.

INSTRUCTIONAL PROGRAM PLANNING

The Summer Staff Task Group on Instruction was charged by the administration to analyze the instructional implications of the integration suggestions, to develop ideas of its own, and from these, to develop proposals which could be used in the integration planning.

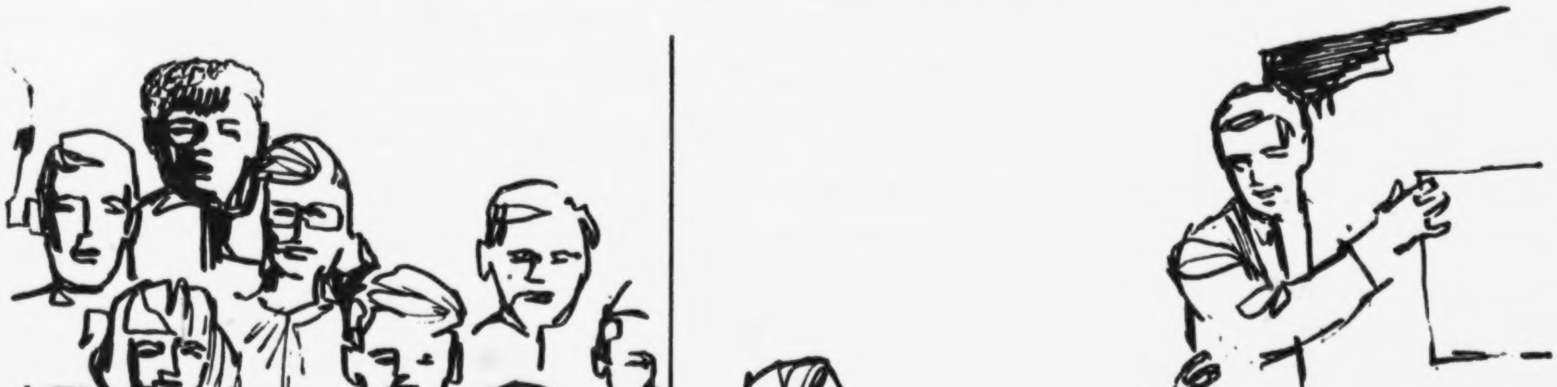
Moreover, this Summer Task Group was instructed to define quality education, its implementation, possible curriculum changes, student grouping, teacher-pupil ratios, and supportive services which would be required, together with various staffing suggestions. Not only were the proposals to be conducive to the highest quality education possible, they also were to be financially and logistically feasible.

The deliberations of the Instructional Group stemmed from the assumptions that implicit in the Board's resolution to desegregate the elementary schools was the belief that through an integrated school environment, the possibilities, no matter how subtle, of perpetuating prejudice and discrimination between racial and social groups in the schools would be diminished. Further, it was realized that the instructional program which would be offered, would be a primary concern of all the parents in the community.

A statement taken from the Educational Policies (1964) of the District[6] was used to define quality education. It follows: "We believe in the worth, the dignity, and the humanity of each individual – that we should do our utmost to challenge every person to develop to fullest fruition, intellectually, emotionally, and physically, for his own sake as well as his contribution to a democratic society, and that this development should extend throughout his entire life." The characteristics of a quality program, then, would be those which recognize a student's learning potential according to his personal uniqueness. Individual learning abilities would be diagnosed, prescribed, and pursued through activities acknowledging those needs. Moreover, it should be the teacher's responsibility to motivate the child to perform at his optimum level, and to develop educational aspirations. Thus, each student would be encouraged to develop an image of personal worth which would contribute to his respect and acceptance of others.

Generally, the Summer Instructional Task Group recommended that the school district should continue, and when possible expand, any part of the existing educational program which is effective, and that the changes which would be sought would guarantee the highest level of excellence for all children.

Depersonalization vs. "Small Group" Instruction



The Current Elementary Program

That the Berkeley schools presently contain many areas indicative of quality programs are demonstrated in the following ways.

Many students in the schools have achieved high levels of motivation and achievement. This is reflected by the many outstanding records of achievement at the University of California and other institutions of higher education.

There are favorable class sizes and rich course offerings, including instrumental music, foreign language, and a new health and living program. There are special programs for the high potential students with outstanding ability, and there are remedial programs for low achievers. In addition there are special education classes for children with special learning problems. There is a unique program of Early Childhood Education which combines child care and nursery school activities.

The District provides a large staff of supportive personnel which includes curriculum associates, consulting teachers, counselors, speech therapists, guidance consultants, psychologists, nurses, school resource volunteers, and teacher aides. Each elementary school has a library which is staffed by a trained librarian.

There is extensive ongoing curriculum development to update the instructional program, and there are a variety of in-service training programs. The District provides an instructional materials center, a curriculum center, and a professional library.

Conversely, segregation has produced certain negative conditions in the education program. In some cases, motivation is lacking, and the student's self-image has been affected negatively. This, in turn, results in low student achievement. In the segregated schools there is little opportunity to develop an understanding and appreciation of other people and other cultures.

One of the strengths of the Berkeley system has been the participation in pilot programs to improve instruction in such areas as reading, mathematics, and science. Berkeley also is testing such methods as team teaching, flexible scheduling, multi-age groupings, and ungraded organization.

Non-Grading

Reading is and will continue to be the major emphasis of instruction in the elementary grades. Basic skills are stressed at the elementary level, and are maintained and reinforced through the intermediate level. Numerous curriculum materials and programs are being used in the elementary grades to teach reading. The continued development of scope and sequence in this subject area will include programs and techniques designed for a basic curriculum foundation to meet the individual differences of student and teacher. District guidelines are being developed for skills. These skills will be coordinated with all other subject areas.

In *art,* the process of individual exploration of a variety of art materials is the major emphasis. More definitive curriculum guides in this area are being developed.

Newly-developed curriculum materials in *family life and health education* are being used and evaluated in some classrooms this year. After staff assessment and revision, the program will be offered in all classes.

The major goal of the *physical education* program is to develop individual and group game skills, and high standards of physical fitness. Hand, eye and body coordination are stressed in the early grades.

The *social studies* courses emphasize thinking skill. This year a unit on Negro History, written by Berkeley District personnel is a part of the fifth grade social studies program, and will be continued.

The elementary *science* program includes the newly adopted state text book series, and material developed by the school staff which fosters inquiry and discovery processes. Many of the experimental science programs that were pilot programs will be continued and expanded. A curriculum guide designed to assist teachers in combining these programs is now in use.

The elementary modern *mathematics* program is based on the Greater Cleveland Mathematics materials, and provides in textbook and kit form a variety of possibilities for mathematical understanding and computational practice.

Threshold to Music Charts to teach music reading are being offered in some schools, as well as a recorder program beginning at grade 3. These are in addition to the basic state adopted program, and will be continued and expanded. They provide an introduction to the fourth grade instrumental music program.

In foreign *languages,* Spanish is offered at grade 6 and will be continued. The offering of French at that level is being explored.

Classes and Groups

The average elementary class size in September, 1967, was 26. This average will be maintained during 1968-69 under Board of Education Policy; the K-3 teacher-pupil ratio will be 24, and the intermediate grades 4-6 teacher-pupil ratio will be 28. These represent home room teacher assignments, and do not include supporting staff, e.g., teacher specialists, or remedial teachers, etc., who are in the schools.

Pupils will be assigned to classes so that groups will be heterogeneous by race, sex, achievement, and socio-economic level. Factors such as age, interests, emotional patterns, and pupil leaders-followers also are being considered by principals and staff to produce a more workable classroom balance.

Within the classroom, flexible instructional groups will be continued. These may be formed and re-formed during the school terms as necessary to teach particular skills in cluster groups within the classroom structure or between classrooms. Maximum effort will be made to avoid racially segregated groups within the classrooms and in related school activities.

The Special Education Programs for the visually impaired, aphasic, mentally retarded, and educationally handicapped children will be continued.

The Early Childhood Education Programs for 650 children between the ages of two and five years in Parent Nursery, and in Children Centers for two and three year olds will continue with possible expansion anticipated. Many of these programs are well integrated at the present time, and as the program progresses will be totally integrated so that the groups would then move together to their primary schools.

Staff In-Service Training

An important part of the integration plan is in-service training for the entire staff, both certificated and classified. A city-wide exchange program for all elementary teachers was introduced in the Fall of 1967, in an effort, through exposure to different classroom situations, to produce new insights, and to stimulate new attitudes, and techniques in interpersonal relations.

To make the program possible, fourteen substitute teachers ("visiting exchange teachers") were hired for the year to release regular teachers so that they could visit classrooms in other parts of the city. The program began a dialogue which produced improvement in the attitudes and activities of the participants; i.e., exchanged field trips and

Pupil Exchange

PICNICS and CAMP-OUTS

class excursions, and closer cross-town faculty relationships. The in-service exchange program will be an ongoing activity for several years. During the program, teachers will help determine the areas of greatest concern, and will set priorities for in-service meetings.

It is expected that some of the teacher priorities will be related to the following inquiries: (a) how to raise expectations and obtain higher levels of academic achievement and behavior from students; (b) how to meet a wide range of individual differences in heterogeneous classes; (c) how to increase staff understanding of different racial and ethnic groups; and (d) how to develop mutual respect, understanding, and cooperation among all children.

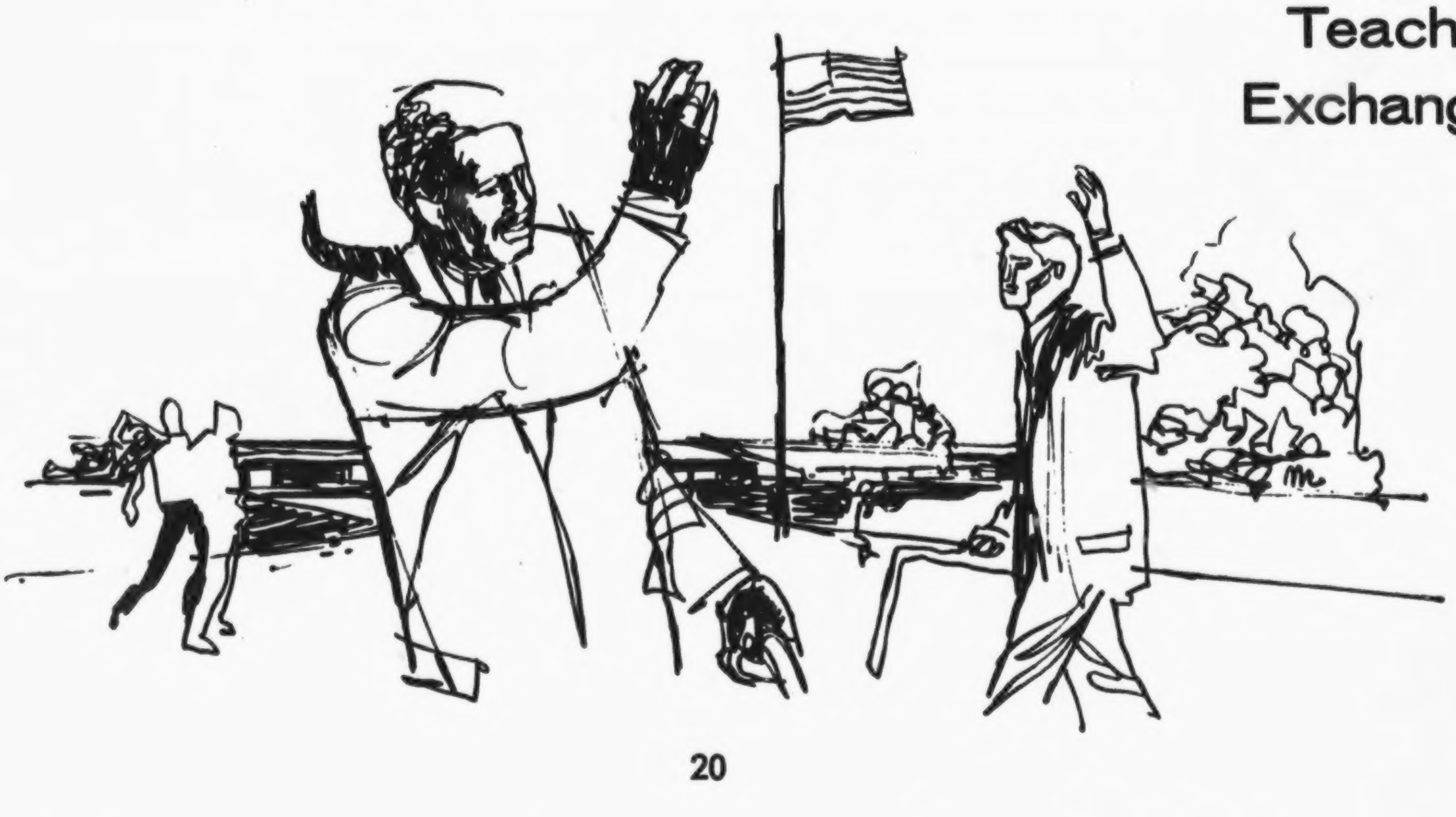
SEPTEMBER, 1968 – RECOMMENDED INNOVATIONS

A 1967-68 pilot project which lengthened kindergarten sessions from 155 minutes a day to 180 minutes will be expanded to include all kindergartens in 1968-69 if enabling financial legislation is passed by the state. Each kindergarten teacher would teach one session, either morning or afternoon. Two teachers would share one classroom, each for half a day. When the kindergarten teacher is not with her class, she would have time for related activities including team teaching, parent conferences, planning and curriculum development, and for observing in primary and early childhood programs. The latter activities would contribute to the effectiveness of the kindergarten as a transitional program between the early childhood and primary programs.

Every effort will be made to help children attain and maintain specified educational standards. Children who fall behind will be given well-planned help. All the supportive staff, but particularly remedial reading teachers, speech therapists, teacher aides, volunteers and resource and regular teachers will work to give low achievers additional individual help. A tutorial system also may be established through a contract by the District for this kind of service.

The District will continue to identify and provide educational experiences for the high potential students. These special programs are developed by the classroom teacher with the help of the high potential specialist and the consulting teacher. The Learning Laboratories and tutorials will contribute to an enriched program also.

To provide for student differences, and to individualize instruction, the development of scope and



Teacher Exchange

sequence in the various subject areas has been initiated this year. These relate to the order in which material is presented to the student, and their coordination permits the child to move at his own rate of speed.

A continuous report will be made of each child's learning achievement, and parent-teacher conferences will be continued as a way of reporting pupil progress. These are followed by written reports to the parents.

In order to provide an even more comprehensive record of each child's learning accomplishment, it has been proposed that Pupil Profiles be initiated. The profile would become a tool for the teacher, and also would enable clearer communication between teachers and schools about the individual student's specific learning skills.

The libraries at each of the District's schools will be maintained and collections will be enlarged and specialized according to the type of school, whether primary or intermediate. Furthermore, each intermediate school will have a *learning laboratory*. This facility is a special room with additional materials, representing a variety of media, and will be staffed by a teacher-specialist to help the children pursue their interests in depth. The teacher will guide the student in his activities, assist him in selecting materials, encourage him to experiment with ideas, and help him evaluate the results of his endeavors.

Student Centers

Student Centers in the intermediate schools will serve students under emotional stress whose behavior interrupts classroom learning. The Center is a room, not for punishment, but where a child will work out his difficulties, and return to his regular classroom as soon as possible.

The Student Center will be coordinated by a psychologist or guidance worker. A teacher will be the central figure and will continue the classroom instruction. Ultimate responsibility for the child will be retained by the classroom teacher. In this situation many problems can be resolved in a relatively short time.

High Expectations

To insure the success of the integration activity, both staff and parents will need to have high expectations of the children's ability and desire to learn. With this emphasis and partnership, children will respond more positively to the demands of school.

Further, it is important that an atmosphere conducive to learning be maintained. In this regard, through the combined efforts of parents, students, and school staff, special guidelines for behavior will be established to be incorporated throughout the District. Behavioral policies will be discussed widely throughout the community in order to effect a close working relationship between the home and the school.

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[1] Selection was voluntary; no child was included whose parents did not agree; students with emotional problems were not included; and attempts were made to fit the student into the various group openings in the receiver schools.

[2] Racial stabilization is noted on page 1.

[3] Kindergarten-6 grades

[4] Appendix B

[5] According to October 1967 school census.

[6] Appendix A

III. The Plan For Integration

After an eight week period of study and discussion of all proposals, and the development of their recommendations, the Summer Task Groups submitted the reports of their proposals to the Superintendent in September. Copies of both reports were distributed to all staff members and to all interested persons and civic organizations in the community. In line with District policy to promote continuous community involvement, various opportunities were provided for further discussion, clarification, and amendment to the integration plans. The Lay Citizens Advising and Review Committee, after examining the reports, presented its reaction to the administration. A general community meeting was held to hear the Summer Task Group's recommendations. The entire District staff, on all levels, heard the reports duran open meeting, and later, in small discussion groups, reacted to them and offered recommendations. Community and faculty recommendations were compiled, and given to the Superintendent's Staff Advisory Council on Integration.

Superintendent's Staff Advisory Council on Integration

The Staff Advisory Council, a group of 30 educators, consisting of the Superintendent's administrative council, the Summer Staff Task Groups for both logistics and instruction, representatives of the teacher organizations and special departments, and principals, held intensive work sessions during the last week in September to review the Summer Staff Task Groups' recommendations, and all the responses and suggestions from school staff and community related to them. These intensive work sessions resulted in a plan(s) for elementary school integration. They were presented in report form[1] by the Superintendent to the Board in October, and became the focus of intensive community-District dialogue. Moreover, the report was widely distributed throughout the District, the city, the state, and the nation. Special Bay Area television and radio programs on the subject also were broadcast.

The Board of Education deliberated until January, and then it unanimously approved the K-3, 4-6 Plan.[2]

Rationale and Decision

The process of developing the plan began with a review by the Staff Advisory Council of a summary of all reactions, prepared by the District's research department, to the five prototypes recommended by the Summer Staff Task Groups. They then set out to determine which of the logistical plans would be most feasible in the light of all of the information available to them. After four days of consideration the entire Council agreed that the K-3, 4-6 Plan, as an organizational arrangement, was the most workable.[3]

With the reduced number of grades at each school, there will be larger numbers of students at the specific grade levels, thus opening new ways to improve instruction. Specialized staff personnel can be utilized more effectively and efficiently, as can specialized facilities and equipment.

The intermediate 4-6 grade schools will permit easier transition of students to the junior high level. Because there are fewer schools, better coordination between intermediate and junior high schools will be realized in curriculum development. Moreover, such coordination is a vital prelude to a possible later development of the middle school.

The pairing of schools within the attendance zones will provide a wider area of common interest among the adults in the zone and will spur communication among parents of different ethnic backgrounds. Co-curricular activity within each zone will be better developed and implemented when "cooperating clusters" of representatives from schools and PTAs join with city agency representatives in planning sessions.

Logistically, the implementation of the plan is feasible with minor modification of the facilities.

Cooperating Clusters

About a dozen classrooms will be needed in addition to special resource and guidance centers in the 4-6 schools.

There will be no substantial increase in staff. The placement of teachers will be changed to match the new grade groupings, and will allow for greater racial integration of the school staffs.

Finally, the plan is a reasonably equitable one in terms of transportation. By dividing the schools between grades three and four, each child will leave his home area for part of his elementary career, but no one will be bused for the entire seven years. The transportation will be in both directions, so the "burden" and the challenge of busing will be shared across the city by all the elementary students.

As an alternative to the K-3, 4-6 Plan, the Staff Advisory Council decided that the K-6 Plan should be submitted to the Board because of the substantial amount of support it received from staff members during the work sessions.

The extreme difficulty of finding an equitable solution to the student transfer problem,[4] however, and the costs of increased use of specialized staff and facilities at all the schools, led to unanimous Council agreement that this plan would be less satisfactory then the K-3, 4-6 approach.

The Speakers Bureau

To insure the widest possible dissemination of information, a Speakers Bureau, organized early in September was used to provide community groups with resource persons to explain the plan, and the background of events leading up to it. The Bureau consisted of the Superintendent's Staff Advisory Council.

During the period from early September to mid-December, approximately forty meetings were held by various community groups in which Speaker Bureau members participated. The groups conducting the meetings included P.T.A.'s, churches, political, civic, and service organizations. All but two of the PTA units in the city representing the 14 elementary schools conducted public meetings on the integration plan. The Speakers Bureau provided both panel and individual speakers for these occasions. Additional meetings were conducted by council-wide PTAs representing all of the schools. House meetings throughout the community were conducted by the various PTA units. An Integration Committee was established by the Berkeley-Albany PTA council through which information on the integration plan and the various developments relating to the whole subject of the forthcoming integration could be transmitted to the various parent bodies throughout the community. The Intergroup Education Project and the Friends of Intergroup co-sponsored community in-service sessions designed to stimulate further dialogue throughout the community. Invitations were issued to civic organizations advising them of the availability of speakers and referring them to the Bureau for assistance in arrangements.

Between October and January, six Board meetings and three workshops were held. Community reaction to the integration plan occurred at each of the Board meetings. The workshops, conducted as public open forums for the purpose of public interchange, dealt exclusively with the issue of integration.

Throughout this period of study and community dialogue, several problems became apparent and were considered; some were resolved, while the solutions to others will require extensive efforts over a long-range period. It should be noted that the District staff-community partnership was able to effect workable and imaginative solutions to many of the problems they encountered by developing joint-leadership, as necessary, without resorting to authoritarianism. Some of the problems, both real and imagined which were raised included the following:

1. Pupil Transportation. The concern over "busing" per se, was reduced substantially when the excellent safety record of busing in other communities was revealed. Further, the realization that massive numbers of youngsters of all age levels in many areas across the nation are being bused to school helped to put this issue into proper perspective. As the community discussion proceeded, the focus was directed less to busing itself, and more to what would take place at the end of the bus ride.

There was discussion of the fairness of the busing plan, since K-3 youngsters will be going in one direction, while youngsters in grades 4-6 will be going in the other. While it is true that in certain sections of the city some youngsters will be transported at an earlier age than will be the case in other sections, the busing program is more balanced when every elementary student in the city shares in the busing experience for approximately half his elementary career.

2. Quality Education. Concern over the quality of education offered the children is, and rightly so, a continuing problem whether the issue is integration or not. Major change in organization, however, focuses attention on this aspect of school life. The District offers a school program that compares favorably with those in other districts. The curriculum policy encourages creative staff variations designed to meet student needs as perceived by each school faculty. The low pupil-teacher ratio, the award-winning elementary library program, and the extensive use of teacher aides and volunteer lay assistants are important aspects of the program.

REFINEMENTS OF THE K-3, 4-6 PLAN

Among the proposed modifications to this plan, top priority was given to the achievement of racial balance among attendance zones. Major considerations were given also to socio-economic balance, school housing needs, and the transportation plan.

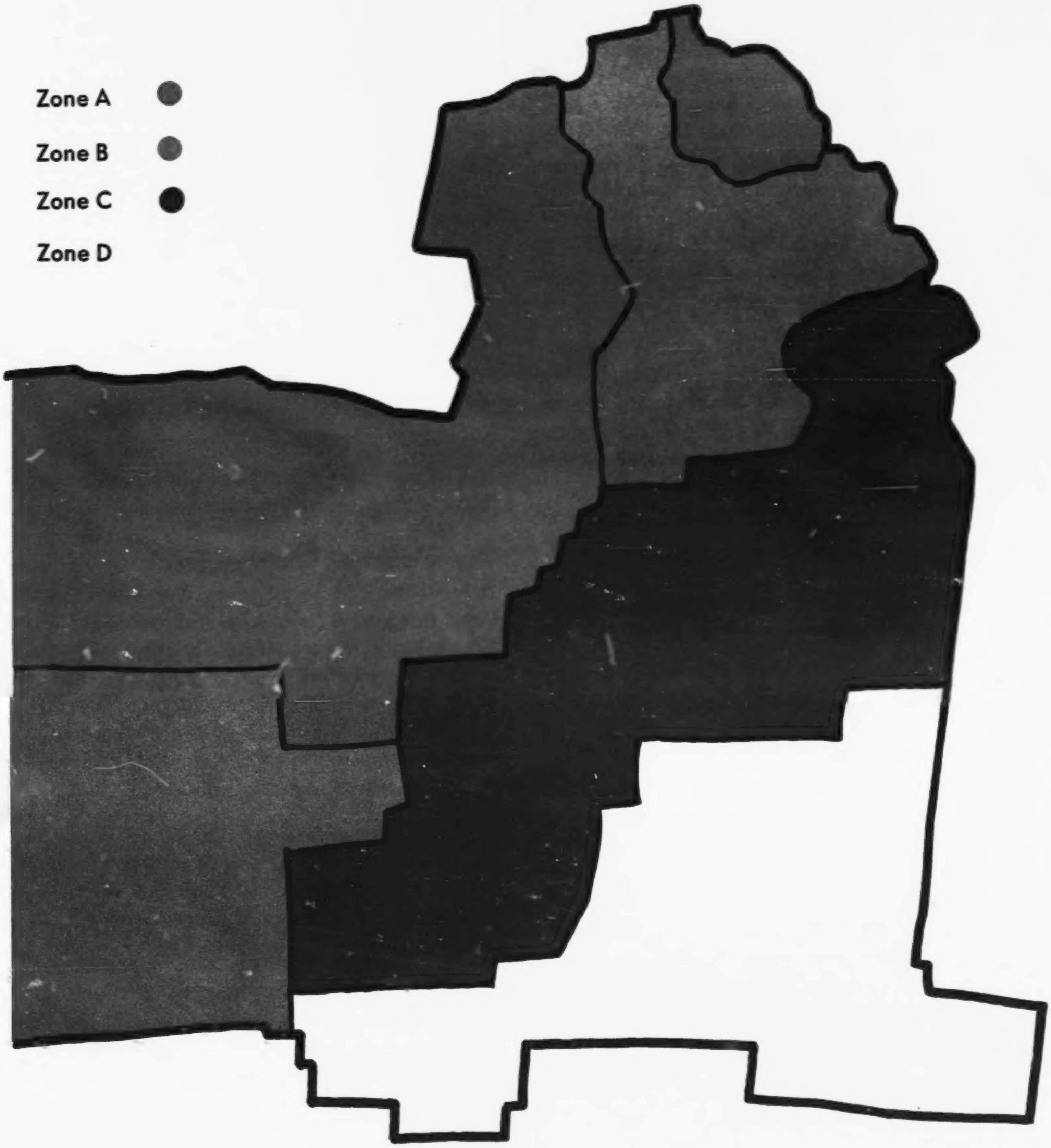
Some detailed alternative plans were received from citizens and community groups after the K-3, 4-6 concept had been recommended to the Board in October. These were subjected to detailed analysis by the Educational Park Staff and then discussed with the contributors. Consequently, certain portions of these proposals were incorporated into the Integration Plan. These contributions made fewer attendance boundary changes necessary, produced better socio-economic balance, and reduced transportation needs.

THE ATTENDANCE ZONES

Berkeley was divided into four elementary school attendance zones so that the population of each zone will be approximately representative of the racial and socio-economic diversity of the community-at-large. The zone boundary lines were established not only to meet the objectives of student integration, but also to cope with the need for matching the school housing capacities and the student populations of each zone. The determination of zone boundary lines was also influenced by the desire to eliminate, wherever possible, the need for children to cross heavily trafficked streets to reach their assigned schools.

To help resolve the question of student school assignment one school in each zone was designated as the 4-6 school to which all 4-6 students were assigned, and the two or more remaining schools were established as the zone's K-3 schools.

The K-3 students from the area surrounding each K-3 school will continue to attend that school, while the K-3 students who reside in the area surrounding the 4-6 school will be distributed among the K-3 schools of the zone. This distribution was accomplished by dividing the area so that each resulting sub-division when coupled with its K-3 school area would produce an integrated student population. Hence, the student body of each K-3 school will be composed of youngsters residing in two geographic areas within a zone. Where over-


Zone A ●
Zone B ●
Zone C ●
Zone D

K-3,4-6 Attendance Zones 68-69

enrollments resulted in certain schools, the problem was alleviated by the addition of portable classrooms on those school sites.

Table 1 illustrates school assignment to attendance zones, approximate enrollments, and the Negro-percentage distribution.

TABLE 1

ELEMENTARY SCHOOL ENROLLMENT AND NEGRO PERCENTAGE

DISTRIBUTION BY SCHOOLS WITHIN ZONES*
PROJECTED TO SEPTEMBER, 1968

Zone	*Schools*	*Grades*	*Enrollment*	*Negro Percentage*
A		K-6	2,495	39
	Cragmont Primary	K-3	130	32
	Thousand Oaks	K-3	680	40
	Jefferson	K-3	745	40
	Franklin	4-6	940	38
B		K-6	1,720	39
	Cragmont	K-3	690	40
	Oxford	K-3	295	37
	Columbus	4-6	735	38
C		K-6	2,800	44
	Hillside	K-3	460	43
	Hillside Prim.	K-3	170	44
	Washington	K-3	605	43
	Whittier	K-3	515	44
	Longfellow	4-6	1,050	44
D		K-6	2,015	44
	John Muir	K-3	420	41
	Emerson	K-3	375	47
	LeConte	K-3	430	45
	Lincoln	4-6	790	40
District Total Enrollment			9,030	
District Negro Percentage				41

*Enrollment figures rounded to nearest 5; percentage figures rounded to nearest whole number.

Acceptable walking distances from home to their assigned schools were set at three-quarters of a mile for the K-3 students, and one mile for the 4-6 students. All other children will be furnished transportation by the school district. With the cooperation and financial assistance of the City Council, adult crossing guards will be provided at critical points where students must cross busy thorough-fares. The Junior Traffic Police program will be continued at the 4-6 schools.

Provisions have been made, through Board of Education policy, to process parental requests for permission to transfer a student to other than his assigned school.

TRANSPORTATION

The District's transportation plan for two-way busing is unique in that it not only will move black children into white neighborhoods, *it will also move white children into black neighborhoods.* Approximately 3,500 elementary school students will be bused.

A one-half hour differential in the starting time of the K-3, and th 4-6 schools will permit a two-way use of buses which will reduce the total number of buses needed, and consequently will reduce the program costs. Centrality of location, and student safety were major considerations for determining bus stops. Moreover, their selection was a cooperative activity involving the City Safety Engineer, the City Police Department, the California Highway Patrol, the transportation contractor, and the school district transportation director.

The District examined alternative ways available to it to provide transportation, and decided that an independent contractor would be the best method after considering the municipal transit system, and the feasibility of a District-owned and operated system. The decision not only was based upon the financial advantage of a favorable bid figure, with no capital outlay involvement by the District, but also upon the assurance of having the service provided by a carrier which will have primary commitment to school transportation needs.

SCHOOL BUS
SCHOOL BUS
SCHOOL BUS

Two-way Bussing

A program of classroom instruction in bus and walker safety will be supplemented by a trial bus ride before school convenes in the Fall. The students will be picked up at their assigned stops and taken to their new schools. Individual student assignment cards have been distributed which indicate the assignment of school, classroom, and bus stop. Each school has been issued route maps and time schedules for use in the registration of new pupils.

COST

Table 2 shows that the increased cost to the District for the K-3, 4-6 Plan is estimated at $547,000. Although not an insignificant sum, it is less than 3 percent of the total annual budget, and therefore, will not require a major reconstruction of the budget to accommodate it. Thus, the *cost* of the plan cannot be used as a valid argument against its implementation.

For the Fiscal Year 1970, the anticipated cost is $302,000; and for the Fiscal Year 1971, $288,000.

So, although there will be a continuing annual cost for the integration program, it will diminish in subsequent years, due primarily to the elimination of the one-time-only capital outlay expenditures for added facilities, furniture, and equipment.

TABLE 2

PROJECTION OF EXPENSE FY 1969

	Continuing Program	*Added Costs Integration–1968*
Administration	$ 636,867	
Instruction	13,429,296	$ 44,000
Health Services	117,732	
Operation	1,244,009	9,000
Maintenance	510,173	
Fixed Charges	1,345,516	
Pupil Transportation	77,088	217,000
Community Service	306,707	
Capital Outlay	603,862	277,000
Tuition - Outgoing	26,000	
Food Services	76,900	
Undistributed Reserve	1,188,850	
Ending Balance	100,028	
Total	$19,663,028	$ 547,000
		19,663,028
GRAND TOTAL		$20,210,028

INSTRUCTIONAL PROGRAM ADDENDUM

When the integration proposals were presented, it was stated that long-range consideration would be given to the instructional program as it related to integration. Subsequent to the initial meetings in which this policy was established, ongoing activities have produced the following:

1. A District staff study group under the direction of University of California Extension Division has been formed to define the scope and sequence of reading and communication skills, in order to aid in the implementation of a developmental reading program.

2. A representative group of teachers from all elementary schools has been meeting to determine the greatest in-service needs of the staff. Top priority has been given to the study of the current reading program. Another need is related to the nature of learning. It is expected that special consultants will meet with the teachers as this interest is pursued. A third phase of the in-service training program will be concerned with student grouping for effective instruction.

3. The possibility of initiating the SCIS (Science Curriculum Improvement Study of the National Science Foundation) program in the intermediate schools is being pursued, and outside funding is being sought by the District and the University of California for the training of teachers and for materials. If this can be achieved, science will be taught by specialists who would also teach the health and family living courses. Specialists could be used in foreign language, math, and physical education programs, too. The extent of specialization will be determined by the principals, and limits will be arranged so that a child in the 4-6 grade intermediate school would relate to about four different teachers. Specialization at the primary level will not be so extensive.

EVALUATION

To meet the need to evaluate the integration activity, the school district has entered into a contract with the University of California for the collection of necessary base-line data. The project design for the data collection was the result of the efforts of an interdisciplinary team from the University. Not only will the contract with the University offer the District the benefits of specialized professional expertise, it also should insure objectivity in the data collection process, since all testing will be done by University-directed personnel before school closes in June 1968. This base-line data will make it possible for the evaluation study to measure individual student achievement, behavior, and attitude before integration takes place. The District expects to make this the basis for an extensive and in-depth evaluation program over the next several years.

ELEMENTARY LABORATORY SCHOOLS

School districts which happen to be located close to colleges and universities have distinct advantages in being able to move toward solutions designed to improve the quality of their educational programs, through the cooperation and professional services from the college faculty. For a number of years, the Berkeley School District has had a contractual agreement with the Regents of the University of California, Berkeley for the purpose of conducting a training program for supervisors, administrators, research workers, and student teachers at three elementary laboratory schools. The contract was undertaken because of the mutual educational merits it offered to faculty, staff, and students.

Under the school reorganization plan to implement elementary integration, the three laboratory schools have been placed within the same attendance zone to facilitate program coordination among the teachers and schools within the zonal structure. The kindergarten-grade 3 students, throughout the zone will continue during grades 4-6, in the intermediate laboratory school within that zone.

Within future programs, the Berkeley laboratory schools could serve as pilot schools to research, develop, and evaluate curricular programs and training methods, as well as provide inservice training for new teachers and regular certificated staff. Further, the schools could become a clearing house for testing and implementing the successful programs, and for disseminating information and materials connected with the activity.

USES OF SAVO ISLAND PROPERTY

Plans are currently in progress to use the recently acquired "Savo Island" property for an Early Learning Center, for the Continuation-Laboratory school, and as headquarters for the Adult Education programs.

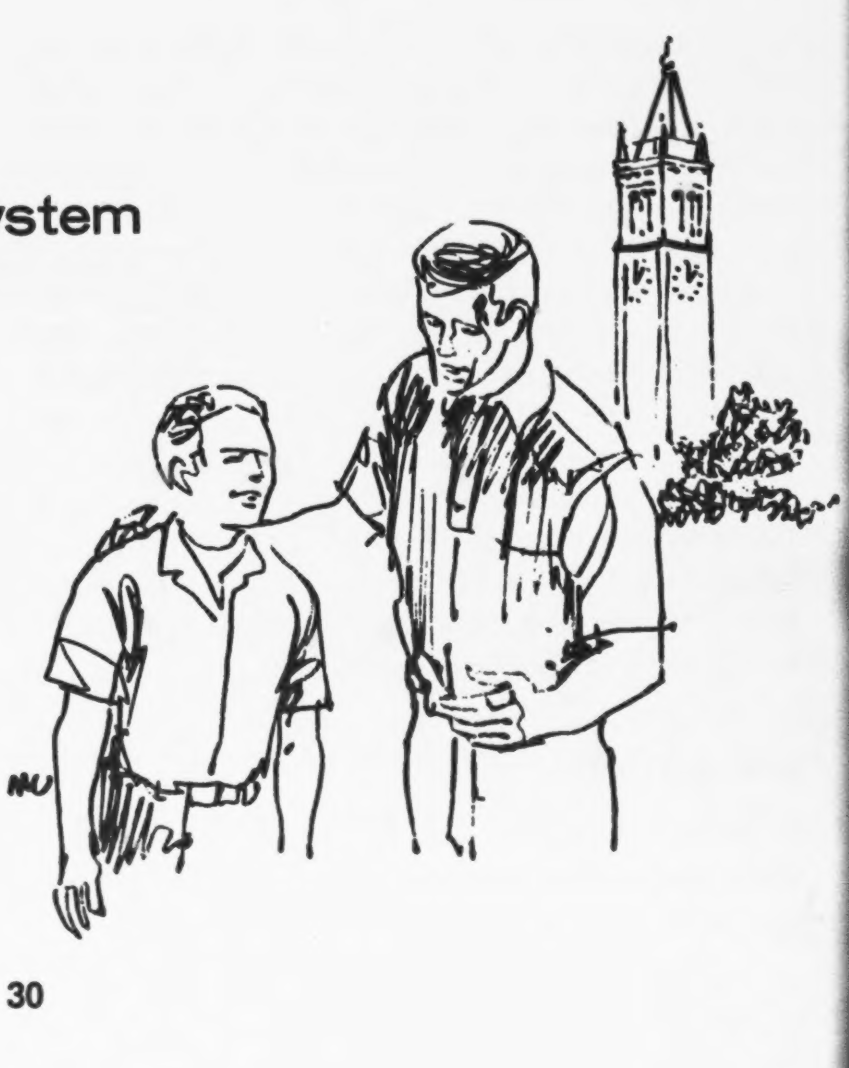
The Early Learning Center will be coordinated with the adjacent Adult and Laboratory program. The Early Learning Center will develop coordinated curriculum planning from nursery school to primary school in an effort to preserve the educational gains made during the nursery school years.

A major function of the proposed secondary continuation-laboratory school will be teacher-training for teachers of deprived and alienated students. There will be active recruitment of minority group teachers for this school. The Department of Education, University of California, Berkeley will be involved in the teacher training activity, if the proposal is accepted and federally funded.

Adult education needs will be met more adequately in the new day and evening adult center which will enable adults to enroll in several courses at one location. Its immediate availability to the Early Learning Center will offer parents and expectant parents educational opportunities not presently possible.

Flexibility of the facilities on this property would permit the incorporation of these programs into expanded future grade level organizations and/or facilities, and would release the site for other use should these future changes be determined for Berkeley.

University related school system



[1] *Integration: A Plan for Berkeley.*

[2] Kindergarten through Grades 3, Grades 4-6.

[3] The community and the school staff rejected as presently unfeasible, any plan not exclusively related to elementary school integration for September 1968. Nevertheless, there was substantial support for a four-year high school and a middle school organization at a later time. With this kind of organization as an ultimate goal, it was decided that the elementary integration plan should be one which would facilitate a future move in the direction of a middle school organization.

[4] See K-6 Prototype, p. 14.

IV . Long-Range Planning

With final plans ready for elementary school desegregation in the Fall, the "Alternatives", or immediate need for planning a model school system based on educational equality for all students has been met. The K-3, 4-6 Plan fulfills a main objective of the Berkeley school system for a program of quality education in an integrated setting.

The K-3, 4-6 Plan will do more than desegregate Berkeley's schools, however. Under it, the District will move away from the traditional concept of the exclusive neighborhood school, and begin to build a contemporary school system, designed for the use of the entire community. Yet, the means to fully realize the efficient and effective use of professional specialists, and special facilities and equipment still needs to be planned. The system should feature consolidated special facilities for cultural and recreational programs, in addition to its regular academic offerings. Such a system, an educational park complex, would be part of the social reconstruction of the city.

A complex planned to meet future needs, rather than to overcome past deficiencies, would end inequalities in classroom space, and would effect economies through the multiple use of auxiliary facilities. Even more important, however, would be the architectural design which would provide flexible use of space, and incorporate the most modern technical advances for instructional assistance. The land within the park complex could be developed into a truly park-like area of schools and community services. "In the educational park, the best the city has to offer would be made available to all teachers and all pupils alike. No status would be connected with any specific school because all of them would belong to this community school complex."[1]

It has been said that an educational institution is three things — people, ideas, and a place — in that order of importance. Like the community it serves, the characteristics of an educational park complex must be adaptable, flexible, convertible, expandable, and contractable. Thus, "an educational park is a consolidation of many facilities and services in a building complex; centrally administered, serving large numbers of students from a variety of neighborhoods; offering a top quality educational program which provides equal educational opportunities for all persons, from early childhood through the adult years."[2] The prerogatives of education become a vital consideration in educational park design. The school district and the entire community must be ready to assume the responsibility for park development, for perhaps the concept is larger than it appears. If, in addition to the cultural, recreational, and community services already mentioned, health, welfare, employment, and counseling service were offered at an educational park, then a tenuous image of a more sophisticated community institution begins to take shape.

With the foregoing notions in mind, the project staff and Task Groups based their discussion and activity on plans that would join educational services with the full spectrum of human services essential to an urban area.

In determining plans for feasible long-range objectives, the evolutionary approach was continued and applied to the educational park concept. The elements of size, location, administration, and plant use also were determinants due to the plasticities in grade organization, in plant design and development, in application, and implementation.

The various styles for developing educational parks were studied nationally in both planning and operational stages, and judged in terms of their functional and aesthetic relevancy for the Berkeley District.

Physically, Berkeley is a small city which covers an area slightly over ten square miles. It is strategically located in the center of the eastern side of the San Francisco Bay which forms its western border, and bordered by the East Bay Regional Parks District and Contra Costa County on the east, the cities of Albany and El Cerrito on the north, and the cities of Oakland and Emeryville on the south. The Berkeley campus of the University of California occupies about 125 acres of land adjacent to the center of the city.

Although the present educational facilities of the school district generally have been improved as a result of a bond issue in 1962, as well as recent building conversions for the integrated elementary program, the schools generally are deficient in the following respects:

(1) most of elementary schools have inadequate play areas;

(2) even the newest buildings fail to provide the flexible space needed for individualized instruction, flexible grouping, and team teaching;

(3) there is an inadequate number of permanent classrooms, i.e., significant numbers of classes must be accommodated in portable buildings;

(4) space for teacher program planning and preparation are lacking;

(5) several major buildings are more than thirty-five years old and soon will require replacement or extensive renovation;

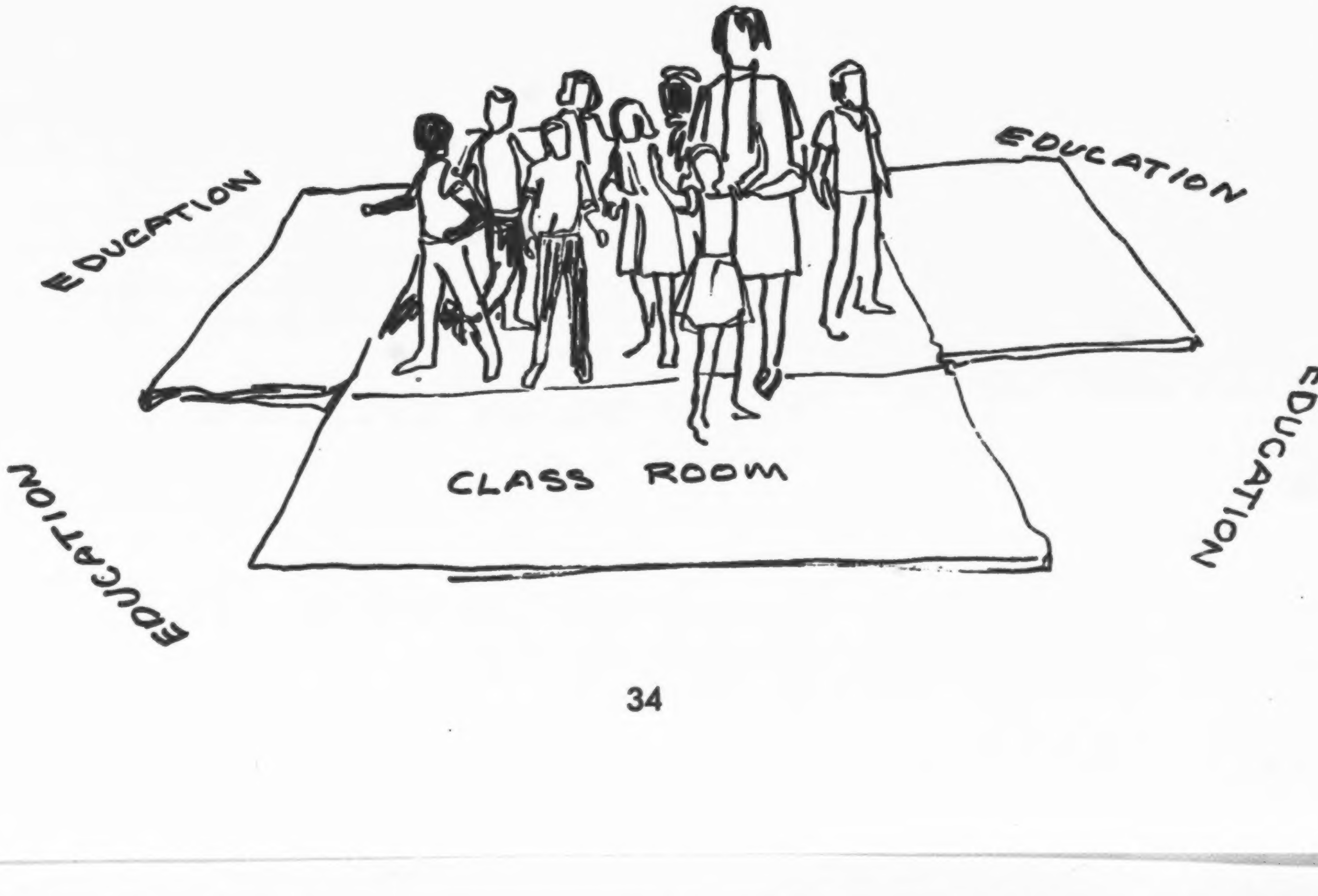
(6) administrative and service facilities are widely scattered, and thus less than efficient;

(7) the large number of elementary schools necessitates the costly duplication of special facilities and equipment, as well as imposes important monetary and personal costs in terms of travel and effective performance for specialized personnel. Further, this situation prevents large-scale utilization of modern technical teaching and learning aids;

(8) there are no facilities generally available for an adequate, well-coordinated pre-kindergarten program;

(9) there is no centralized facility for the adult education program.

Breaking out of contained classrooms



THE ADVANTAGES OF AN EDUCATIONAL PARK

Great opportunity for instructional innovation exists in an educational park where centralized facilities and built-in flexibility for all activities would contribute to the effective and efficient use of personnel, and a variety of learning experiences for all students.

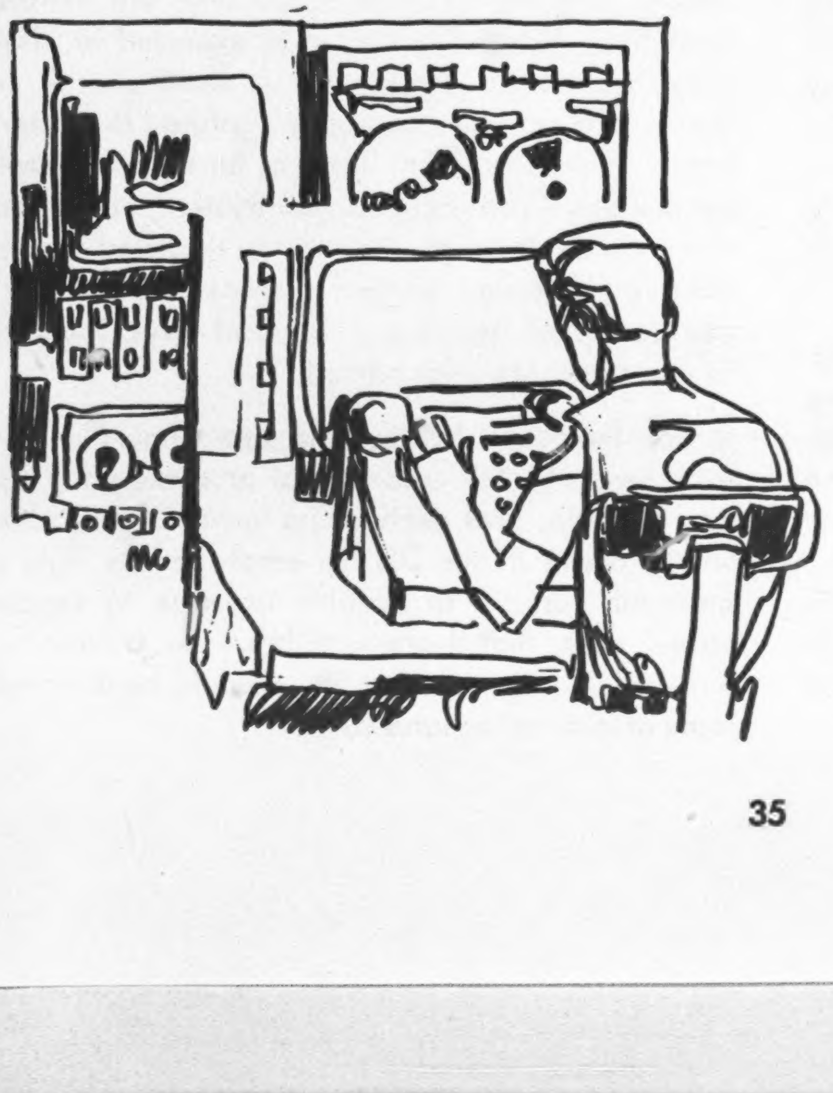
Maximum racial and socio-economic integration is a major advantage of the park concept. Students would be drawn from a wide geographic area, which would represent a cross section of the community population.

If learning is to be most effective, space should be provided in the park environment that respects the learner and his need for a sense of amenity. Spatial flexibility would permit small and large group activity, and independent study. Art and science laboratories and libraries would be found within resource centers, rather than in the makeshift arrangements in regular classrooms which now must be vacated periodically for other uses.

The resource center, with increased library and information retrieval space, together with a variety of technical audio-visual equipment would provide one of the important advantages of the educational park. A wide range of materials, specialized according to grade level and subject area would be available in sufficient quantity to meet the needs and interests of the individual student and teacher. The instructional program would be strengthened by the resource staff who would have special knowledge in library service and audio-visual education, and who would be conversant with the curriculum and teaching processes.

The centralization of special facilities, in a park, e.g., kitchens, cafeterias, gymnasiums, music centers and auditoriums, would serve the equivalent of several schools each day in a more efficient and economical manner.

An extended day and year usage of an educational park is another major advantage, for the special facilities would be available to the community all year round for academic, cultural, civic and recreational events. In this way, the schools



Technological assistance to individual instruction

would serve the needs of the total community from the pre-school through the adult years.

Through cluster grouping, large concentrations of students in the centralized park environment would realize increased specialized attention. In order to achieve its optimal educational advantages, the educational park would be subdivided into small component parts which would function as separate entities within it. These clusters of "schools-within-the school" would serve to emphasize the individuality of all participants, staff, faculty, and students, and to retain the sense of security and personal identification attached to a typical small school. The sub-schools would reduce the concentration of large numbers of children in any given area before and after school and during lunch. Both class scheduling and student traffic problems between classes also would be minimized. Co-curricular activities would evolve from the individual schools-within-the school to insure students the opportunity to share in extended educational experiences. Thus, while the student would be enrolled in and attached to a small unit, he would be able also to participate in all the offerings of the whole park.

The traditional self-contained classroom, commonly in practice now, requires one teacher to teach in several separate subject fields. Yet, most programs now require highly specialized teaching skills. Through team teaching and flexible scheduling, the teachers would have the opportunity to teach in their areas of special skill and training. This recognition and reinforcement of the individual differences of both student and teacher would help create an environment for the best possible teaching-learning experience.

Park diagnostic-prescriptive centers with professional teams including psychologists, physicians, and counselors, would work with teachers and administrators to diagnose, identify, and determine the status of the individual student. This would be a service to each child upon entering school, and it would provide a sound socio-metric foundation for his school career. The importance of interpretation and analyses of these tests would be emphasized.

A complete physical and mental profile for each child would serve as the foundation for guidance into the appropriate instructional program geared to meet individual student needs, and the existing data would be available for continued appraisal and evaluation of curriculum and student achievement. After the initial diagnosis, the student would be assigned to an appropriate program. Prescribed programs could include honors programs, appropriate physical education programs, remedial programs, double reading periods, special art or science programs, speech therapy, and audio-visual disability correction clinics. Programs for the gifted, the slow learner, and the exceptional child, would be expanded, and all children would realize an enriched classroom experience.

INTER-AGENCY COOPERATION

An integral part of the long-range planning operation carried on in this study was the built-in participation which grew out of meetings with representatives from city agencies and institutions. Community issues and needs were studied and related to trends in housing, employment, recreation, and estimated population growth.

The meetings were mutually beneficial as forums for informational exchange and support. Among special ongoing projects in the city, the Federal Rent Subsidization program is expected to effect only moderate population redistribution, and these changes will be mostly confined to western areas of the city. Stimulation of Berkeley's growth by the Bay Area Rapid Transit System, now under construction through the city, is expected to produce an average annual increase in the city's population of about one percent over the next fifteen to twenty-year period.

It was learned also that the sale of surplus District property for commercial or community use was feasible; that perhaps no technical difficulties would occur if the District employed its right of eminent domain to acquire acreage to expand school sites; that there was, however, a dearth of available land, and that there would be the problems of increasing land costs.

Exploratory meetings with representatives of the area's parochial schools indicated an interest in educational park planning, only if their present functions were undisturbed. They were interested in the use of specialized facilities, but hesitated to endorse private-public school consolidation at the present time, because of its reported lack of success in other urban areas.

GUIDE-LINES FOR LONG-RANGE PLANNING

Shortly after the Summer Task groups submitted their integration plans to the Superintendent, the two-volume report of the School Master Plan Committee[3] was published. The recommendations contained in those volumes were based on more than two years of in-depth study, reinforced by special consultation in all areas connected with public education. Because of their specificity and rationale, many of these recommendations served as guidelines for the Educational Park Task Groups in their long-range planning for the future.

THE INSTRUCTIONAL PROGRAM

The recommendations of the Committees on The Instructional Program, and Special Education and Special Services[4] provided direction to the Task Group on Instruction in its development of an instructional philosophy for an educational park. The following recommendations represent the combined efforts of joint-task group activity, and the School Master Plan Committee.

Curriculum Organization

The existing freedom of the professional staff to develop curriculum is valuable, and as much freedom as possible should be maintained. To ensure vertical and horizontal integration of subject matter, however, District policy and guidance on the larger philosophies of instruction must be defined and implemented.

Responsibility and authority for curriculum administration at all levels should be clearly stated to ensure effectiveness. The administrative structure must ensure vertical and horizontal communication among people in the same or related fields. Because they are necessarily deeply involved in implementation of decisions, teachers, curriculum associates and consultants, and principals must share responsibility in the decision-making process on curriculum matters.

It is recommended that curriculum be reorganized to ensure both vertical (in sequence) and horizontal (relationships among subjects) integration of subject matter.

Curriculum Guides

Curriculum guides at every level and in every area should be sufficiently practical and definitive to assist the classroom teacher in developing an adequate instructional program.

Courses of study with enabling materials, must be continuously revised by the teaching staff assisted by curriculum experts from within and without the District. Facts and skills appropriate to a given course constantly change and such changes are occurring at an accelerating rate. It is imperative that those involved in curriculum revision have surveyed current research and development, current textbooks, and materials in their own fields.

It is recommended that curriculum guides defining scope and sequence be developed and continually reviewed, evaluated, and revised, primarily by the teaching staff assisted by the curriculum consultants and outside experts — the content to be based on specific instructional objectives. Those involved in curriculum development must have available current research reports, educational journals, current text books, and related materials for which needs a curriculum library is recommended.

Pupil Evaluation and Diagnosis

In order to consider all children in the schools on a continnum from the *most* severely handicapped through the average to the most able, each child should receive an early appraisal of his learning style, ways of perceiving the world and special abilities or disabilities. It is axiomatic that the earlier a child's special needs are identified and met, the better the educational prognosis and the lesser emotional cost to the child. Individual growth and change also require that student profile findings and revised programing be available at all levels of the school system. A program of evaluation and diagnosis should utilize current individual tests and other procedures relating to modern curriculum and approaches to it.

Ways should be explored to find means of evaluating growth in areas that do not lend themselves to customary testing. Evaluation procedures are not to be considered as an end in themselves but should be related directly to the instructional program, e.g., in terms of mastery of concepts and skills as specified in curriculum guides.

Early diagnostic testing should be used regularly to identify those children with physical, mental and/or emotional barriers to learning, and to provide specific programs for them. Ways should be explored to meet individual needs in different subject matter. This is particularly important for the alienated student and the underachiever. Many problems appearing in later years could have been diminished or avoided entirely, if they had been diagnosed and acted upon in the early years the student was in the school environment. Non-traditional methods might be used to teach content in order to take into account different learning styles.

Grouping of Students

The present system of homogeneous ability grouping should be discontinued, since it inhibits the educational goals sought for all children. Heterogeneous classroom grouping (heterogeneous as to race, ability, cultural and economic factors, etc.) is a practical alternative when the ingredients of skilled teachers, imaginative instructional methods, and a flexible approach to time periods, class size and curriculum content are combined.

It is recommended that heterogeneous grouping and general education be emphasized.

Group and Individual study

Grade Organization

The District's present pre-primary and nursery centers should be decentralized and incorporated into the elementary school program beginning at age three. The elementary grade organization should be restated to include Early Childhood Education through grade 8. In addition, special consideration should be given to a middle school organization, to include grades 4-8. Such reorganization should be basic to future educational park planning.

It is recommended that the elementary school organization be restated to include Early Childhood Education through grade 8, and a middle school organization grades 4-8.

EARLY CHILDHOOD EDUCATION

A number of somewhat different types of programs exist in the field of early childhood education, causing confusion as their goals come closer together and more children are involved. The general classifications are: (1) nursery schools, public or private, involving various age groupings of children from two through five, in learning activities a few hours at a time several days a week; (2) child care or day care centers, generally publicly supported, stressing care and protection for 8-10 hours per day, five or six days a week, with education as an incidental service; (3) extended day care, usually under public auspices, providing care for school age children before and after their school day; (4) parent cooperatives, containing both nursery school and day care features, distinguished by required parent participation; (5) children's centers, combining the full range of nursery education and day care, coming to be the accepted standard for early childhood service.

Nursery schools provide opportunity for the development of new skills and personal relationships for parents as well as children. They are frequently related to behavioral research activities, and standards for staff generally have been higher than for day care facilities. A growing body of knowledge about young children has been accumulated through research and experience which have rendered two central concepts to early childhood education. The first is that children must be prepared for school experience, and secondly, early learning should not be considered as primarily an academic preparation for elementary school. Research indicates that children with some pre-school educational experience have significantly higher achievement test scores, and improved attitudes in the upper elementary grades than do children with no such experience.

For whatever reasons parents enroll children in early childhood programs, the needs of the children are the same: physical health and security; development of healthy self-concepts; learning to handle emotions constructively and to relate to and trust other adults and children; development of creative expression, physical competence, critical thinking and language and listening skills. A major objective of early childhood programs is to strengthen family relationships through parent involvement and education.

In 1965, at the request of the Berkeley Board of Education, the Council of Social Planning recommended that "nursery education become part of the public school system in order that all children can participate in a continuous and unified program based on high standards of program teacher training, and physical facilities." While there are about 4,200 children age two, three, or four in Berkeley, less than 25 percent of them were enrolled in nursery or day care programs last year, yet these students represented more than double the number enrolled the year before. Increased enrollments were due partly to increased state and federal funding.

Of the 32 pre-school or child care centers operating in Berkeley at this time, five were planned as nursery schools. Most of the rest are located in temporary units with widely varying equipment.

Early childhood education programs would be better coordinated by staff and more beneficial to the student if there were continuity in the curriculum, teaching techniques, and physical plant of the elementary schools. Facilities to combine the early learning activities of the two levels would permit continuity, broader use of equipment, and increased use of information with respect to the developmental needs and progress of the individual child. Early childhood education would include children between the ages of three and the grade three level. The school day would be programed for all day care in cases where it would be needed, e.g., working parents. In other cases it would provide a three to six hour educational experience.

MIDDLE SCHOOLS

The middle school concept relates to a broad educational program designed for boys and girls between the age ranges which span the traditional upper elementary and early secondary grade levels. It includes a number of varieties of organizational structure, and offers the possibility of an enriched program to provide a gradual transition between the self-contained elementary school classroom, and the highly specialized secondary school.

Ideally, the middle school is a separate intermediate school, especially designed to serve the needs of older children, that is pre-adolescents, and early adolescents, covering at least three of the middle school years, e.g., grades 4-8, 5-8, 6-8, etc.

A middle school organization could make reality of the long-held ideal of individualized instruction, and could give a high priority to the intellectual components of the curriculum. The middle school should be free from the rigidity of total departmentalization, the pressures of inter-school competitions, and the tensions of some of the adolescent functions evident in the typical junior high school.

The benefits of special facilities could be available to the older elementary children in a setting which would realize a smoother transition in curriculum to the secondary level.

The "intermediate 4-6" elementary schools organized under the K-3, 4-6 Plan for integration represented a compromise between what was feasibly available and desirable, and what ultimately would be desirable. The 4-6 schools could be considered as an introduction and transition to a complete middle school plan.

Flexible Use of Facilities, Space, and Time

Built-in flexibility promotes a varied curriculum, and contributes to the encouragement of new ways to plan change and improve instruction.

Flexibility of instruction includes a combination of nongrading practices and team teaching which would provide an abundance of opportunity to cluster teachers and students. Flexibility also should be related to the timeliness of specialization of instruction according to student need. Provisions should be made within the instructional program for small and large group activities, for independent study leading to individualization of the curriculum, and for staffing to meet these activities. Space requirements should be accommodated through flexible design and traffic control. Outdoor educational programs as well as activities including technological equipment and materials should be coordinated with the instructional program.

Flexible scheduling should be incorporated into the instructional program. Time allotments should be dependent upon subject matter, mode of instruction and student needs. Time should be divided into "blocks", some reserved for subjects which lend themselves to daily allocation of a given amount of time, other time blocks should be reserved for subjects lending themselves to longer periods at less frequent intervals, e.g., certain creative arts, science laboratories, vocational classes and physical education. There should be provisions for more time being added to the study of [illegible] variety of subjects. Decisions should be made to guarantee the best use of time for the student.

It is recommended that facilities, and space, be designed for optimum flexible use, and time be used more flexibly.

Length of School Day and Year

Together with greater flexibility in class scheduling and more individualized instruction, the educational experience can be enriched by extending the school day and year, without necessarily using the extra time for more subject matter. Careful pacing of and thorough exposure to existing courses of instruction should be the objectives.

It is recommended that the length of the school day and school year be flexible to enrich the quality of educational experience without increasing subject matter.

Continuation Education

The California state law requires that all persons under 18 years of age who have not graduated from high school, nor completed an equivalent amount of education shall attend continuation education classes for not less than four hours a week during the regular school term if employed. If unemployed, such persons are required to attend school not less than three hours daily. The law also requires that every student suspended from school for more than 10 days shall be transferred to a continuation class.

Students in the Berkeley continuation high school program are those who find it difficult to adjust to the traditional school environment. To provide the necessary curriculum for them, the program should be reorganized and adjusted to meet their needs. It should be less structured academically, with built-in success factors to motivate them, and help eliminate their tendencies. of hostility and aggressiveness.

Most disoriented students hold negative images of themselves, and a majority of them come from lower socio-economic groups which reflect values and attitudes dissimilar to those commonly stressed by society.

Often athletics and performing acts programs have been most rewarding to these students. The curriculum in the creative arts area needs to be strengthened so that the student will acquire greater self-expression and self-identity. The basic skills of the student also need to be reinforced. Moreover, there should be extensive opportunities for the students to participate in the tutorial program within the schools, to be paid for this service, to work with other students, and to become thoroughly involved in the process.

In the process of program reorganization, the name of the continuation education school should be changed to "laboratory" school to denote its flexibility and exclusiveness.

It is recommended that the instructional program be experimental and innovative with freedom and flexibility to meet the needs of the students who attend; that it be strengthened and reinforced in the areas of creative arts and basic skills especially with opportunities for paid tutorial activity.

Adult Education

The adult education program is voluntary and responsive to the individual needs and interests of the students, and is defined by separate State legislation which permits the Board of Education to levy an override tax for its support.

Adult education is becoming increasingly important as lifelong education is recognized for the merits it offers in employment training and retraining programs as well as for its promise for enrichment in leisure time activities.

Of immediate significance is the fact that more than 6,000 Berkeley residents over the age of 25 have not completed an eighth grade education, or cannot pass fifth grade achievement tests. A majority of these persons are unemployed. Nearly ten thousand persons were enrolled in all adult education classes last year, and of the 450 individuals who worked toward high school graduation, 125 diplomas were granted. More efforts are necessary to encourage improvement in educational achievement. In addition, there should be job training programs and assistance in suitable job employment through industry-related programs.

A wide range of courses is offered and classes have been conducted in 35 locations around the city from early morning until late at night. About one-quarter of the present pre-school programs in Berkeley are provided through adult education, with mothers enrolled as students doing field work in the centers attended by their children.

New courses may be initiated if requested by twenty residents. Such response could have implications for high potential students and secondary school students in future offerings.

The adult education program is unique in that it provides a way for adult involvement through learning, for continuity in their educational experience, and for a relationship to the education of their children. It is a means to an enriched life without stigma, and with little or no cost to the participating adult.

It is recommended that an increased portion of adult programs be related to industry for training and retraining for new careers. In addition, it is recommended that facilities be provided so that a greater portion of adult education can be centralized in one location in the city.

Instructional Materials, Services and Facilities

An educational park should provide learning facilities that promote large and smal group instruction, as well as individualized learning. The teaching-learning process should be based on viewing and listening as well as reading skills. Learning should be implemented by means of special facilities for programed instruction, language laboratories, specialized viewing and listening centers, closed circuit television, and computer-based information retrieval systems. Carrels — individual study cubicles — should be provided for independent study.

It is recommended that expanded services, including materials, equipment and specialized personnel, be available for the instructional program at the District level and in each school.

Experimental and Pilot Programs

Innovation is an essential part of the teaching function. Good teachers are continually innovating as they try to stimulate students and individualize instruction. The District should encourage and support innovation in instruction. At the same time, supervision for coordinating and evaluating experimental projects should be strengthened. This should include advance planning for adoption of successful projects. A definite portion of the budget should be allotted to research and evaluation. There must, however, be safeguards against student over-exposure to "experiments".

It is recommended that teachers be positively encouraged to try new approaches to instruction and that responsibility for planning, coordinating, evaluating and communicating such innovations be clearly defined, (e.g., administrators, teachers, and supportive staff.)

Use of Specialists

At the elementary level, it is generally recognized that the classroom teacher has the major responsibility and is the mainstay of the system. There are times, however, when specialists are needed. These times are dictated by the nature of the material to be presented and the qualifications of the classroom teacher concerned. It is the responsibility of the District to ensure the availability of specialists and supporting personnel and to see that they are used to advantage.

It is recommended that greater provision be made for specialists, supportive personnel, and more resources, human and other, at the elementary level, but not at the expense of the secondary level.

Foreign Language

Every child should be given the opportunity to achieve competence in a foreign language at the elementary level — the age when a child can readily learn a second language. The foreign language program can be made more meaningful at all levels. Better use of community resources can provide real life experiences, and make the study of foreign language more relevant.

It is recommended that foreign language study be required at the elementary level for at least three consecutive years, and be intensive enough to result in significant learning each year.

Creative Arts

The general curriculum should be enriched by greater emphasis on the role of the creative arts in man's existence. Expanded facilities and greater use of trained specialists should be provided at all levels. Many parts of such a program can be implemented immediately; others are necessarily of a longer term nature.

It is recommended that the need exists to humanize and reorient education, and that the creative arts curriculum (art, music, dance, and drama) be used as a vehicle to achieve this.

Vocational Education

Gross distinctions between academic training on the one hand and vocational training on the other should be removed. To varying degrees students need exposure to and knowledge of the job choices they must make in the future. They can use specific skills now. Above all, they need to feel a relevance of subject matter to career possibilities. Further, without a good foundation in history, mathematics, social science, foreign language, science and the arts, a student's career potential is seriously compromised.

It is recommended that the approach to vocational education reflect a "career exploration and training" viewpoint and that vocational curriculum be integrated into a comprehensive education program.

Physical Education

The physical education program in the Berkeley schools can be improved by providing better facilities. One goal of the program should be to provide each student with competency in a sport in which he can participate in later life. Participation in the program should be compulsory even if state requirements in this regard are dropped. Further, scheduling of physical education classes at the secondary level should be more flexible so as to permit longer time periods for activities.

It is recommended that a flexible and creative physical education program be required with emphasis on the "life skills" (carry-over sports) program.

Student Participation in Program Planning and Implementation

Students at all grade levels should be encouraged to participate in the development of curriculum and study projects, and to aid in the implementation of all curricular and co-curricular activities. Such activity would generate more enthusiasm and contribute to mutually meaningful teacher-learning experiences for both students and staff.

It is recommended that there be greater student involvement in the development and implementation of the total school program.

Teacher Salaries

Salaries must be sufficient to attract and hold in the classroom the best possible teachers. Development of criteria for the evaluation of teacher performance is needed. Such criteria should recognize teacher's creative effort and professional involvement in local, regional, and national educational projects.

It is recommended that with the advent of more team teaching and new methodology, there is a need to gradate and provide job differentiation among teachers, with different rates of pay.

SPECIAL EDUCATION AND SPECIAL SERVICES

With the large increase in numbers of students and significance of Special Education, it becomes apparent that Special Education cannot be "separate education", but rather is a major tool in the overall effort to "individualize" the education of each child in response to his particular needs, potentials and goals. Thus, there is established a basic premise that there are needs common to all children — the need for individual attention, positive recognition, physical and mental stimulation, and skills for everyday living. A corollary is that every student's differentiated program will at some time need special educational services, whether they be individual creative arts lessons, remedial reading, psychotherapy or some other type.

The challenge is to provide for the exceptional needs of children identified in one or another special category, while keeping such children within the mainstream of student interaction. Many exceptional children can and should be helped in the regular classroom with the use of new and flexible techniques by teachers, aware of their deeper responsibilities, working in close collaboration with the Special Education staff. Other children will need supplemental services ranging from short-term assistance for a specific ability or disability, outside a regular class but still within the schools, to a continuing total therapeutic educational program with school personnel working with and through other community agencies.

It is recommended that those children identified as having exceptional ability or any environmental, intellectual, physical or emotional handicap requiring special services be integrated as fully as possible into regular school activities and academic programs.

Child Welfare

Through a unique city-school health department program, the same public health nurses staff both the school and city clinics and visit children in their homes. Due to these contacts, the nurses develop the knowledge of medical and welfare needs which may affect children's school performance. Often medical diagnoses are required for a student to be placed in a special class, to receive home instruction, or to be exempted from school attendance.

It is recommended that to supplement this excellent program services be provided children who become ill and whose parents are working.

Psychology and Guidance Departments

Specialists in human growth and development are available to all teachers, counselors and principals for consultation on classroom behavior on learning matters, to parents expressing particular concern about their children, and for a limited amount of help to individual students. Berkeley's nine psychologists at the present time primarily are used for selecting group tests and instructing teachers in their use, for individual testing of students with evidence of special ability or disability, and for interpreting test results to teachers and parents.

Guidance workers and psychologists have expressed interest in extending this developmental approach to better understanding of children and the reasons for their school performance.

It is recommended that mental health services be available for children.

Counselors

While psychologists and guidance workers are administratively assigned to the Director of Special Education, Berkeley's 37 counselors are assigned to school principals. Counselors are at the center of the web of academic requirements, individual parent concerns and student decision points. Increasingly they are among the few school personnel expected to see the individual student and his education as a whole and are expected to be all things to all students — warm, perceptive, stable, non-rigid, and apprised of all scholarships, training opportunities and job openings.

Counseling is actually the process by which an individual is assisted, or guided, in making decisions about himself; hence, the continuing confusion between the proper role of a school "counselor" and a school "guidance worker", terms which are often used interchangeably in other school districts. All teachers and principals, in fact, share the counseling role.

Berkeley's 1966-67 overall secondary school ratio of 190 students per counselor compares admirably with the 1960 White House Conference on Youth recommendation of 250 to 1, and the national average of 537 students per counselor. The White House Conference recommendation for elementary schools is 600 students per counselor. Even with the exceptional tasks this community has set its schools, these goals are within our reach if routine class scheduling and recordkeeping are delegated to competent para-professionals and data processing; closer working relationships are developed to utilize more effectively the specialized skills of guidance workers, psychologists and community resources in support of counselors; and counselors work more closely with teachers to include the vocational and career aspects of all subjects in continued appraisal and replenishment of curriculum plans.

The counselors should be in constant touch with federal, state and community services and placement and employment agencies. In some situations the counselor should introduce the high school graduate to the possibilities of higher education in practical fields. He should be alert to the possibilities available in sheltered workshops, cooperative training programs and on-the-job-training areas.

Community agencies are highly important in this context because they may furnish the continuing service available to the physically handicapped individual after the school services have been completed.

It is recommended that job training and placement services be expanded.

SCHOOL ORGANIZATION AND FACILITIES

The recommendations of the Committee on Community Environment, School Buildings and Facilities[5] were the basic guidelines used by the Task Group on School Organization and Facilities. They were studied and evaluated by the Task Groups in terms of the immediate elementary integration program as well as in long-range planning for educational parks. The following recommendations, therefore, represent the combined attitudes of the School Master Plan Committee, the Task Groups, and special consultants.

The High School

Education for grades 9-12 should be conducted on a single central site. The present high school site is easily accessible by public transportation. Its location in the heart of the city is symbolic of the interrelationship between school and community, and permits utilization of the resources of the adjacent city government and business community to enrich education. The ninth-grade school should be incorporated into the central location on adjacent land, since its exclusion from the full high school program is not consistent with the development of flexible nongraded programs. Expanded library-study and recreational facilities should be developed on the high school grounds or adjacent thereto, to encourage enriched curricular and co-curricular activities.

It is recommended that the high school be accommodated on one expanded campus in the vicinity of the present central high school site.

The Middle School

While the School Master Plan Committee advised that the two existing junior high schools should be expanded into middle schools,[6] other consultants urged that only the largest junior high school site be expanded, and that one of the existing elementary schools sites be substituted and expanded for use as a second middle school. (Middle school organization is discussed in more detail on page 40.)

It is recommended that two middle schools be established by the District to serve that portion of the school population.

The Primary School[7]

The ideal size of primary schools never has been determined. In Berkeley, school size has been based on walking distance, rather than on educational efficiency. Many indications were found in the literature that emphasized the positive effects of large-size on many aspects of the school operation. No substantiation was found for the notion that largeness inevitably has a negative effect on students.

The revolution in education with its emphasis on improved technology and methodology has just begun. Even the professional educator, while recognizing that the neighborhood school is an anachronism, is unable to state authoritatively what should be the ideal size of its larger successor. It appears certain that urban as well as rural children will be transported to school by bus, but an adequate background of experience to determine the impact of this type of pupil movement on school size is lacking.

Certain elements peculiar to the primary school make mass concentration of students less imperative than for middle and high schools. Library and recreational facilities needed by primary children are more modest. Three, four, or five library centers could be more effective and relevant than a single large library or resource facility. Computer-connected equipment also can be placed in multiple locations with nearly as great efficiency and economy as on a single site.

It was agreed that three, four, or five elementary schools, optimally located along the center of the north-south axis of the city, would receive public acceptance and would serve the city well for many years to come. From the standpoint of pupil movement, the separate sites would be more convenient than a single site in Berkeley. Educationally, the units would be large enough to be effective.

It is of great importance that new schools not be tied to old buildings. When appropriate, present sites should be used, and occasionally existing units may be incorporated into the new, larger schools. Primary schools for Berkeley should win accolades – from architects and educators – but most of all from the students and from the community.

It is recommended that a chain of primary schools be established along the north-south axis of the city; or as an alternative, one consolidated centrally located primary school.

Neighbor Centers

A new facility could be considered to compensate for the removal of the neighborhood school as the centralization of school facilities proceeds. A neighborhood center would provide an attractive place for parental involvement, cultural and recreational activity, and community organization. Portions of some of the retired schools could be used for such centers, and others could be established in conjunction with recreation and library centers.

It is recommended that as neighborhood schools are centralized neighborhood centers for community activity be established.

Administration and Service Facilities

Administration and service facilities are now spread over eleven sites, five on property owned by the school district, and six on leased premises. Good economy requires that these activities be consolidated on a central site convenient to the other district school facilities wherever possible.

It is recommended that administration and service facilities, including the instructional services center be established on a central site.

Transportation

The centralization of education facilities will present significant logistical problems. Transportation of students and faculty, delivery of cafeteria and school supplies, and refuse disposal must be considered. Bus transportation would be an extension of the system established under the elementary school integration plan. Improved public transportation for the city as a whole would minimize the need for the District to provide special transportation facilities. Faculty parking should be provided at all larger sites.

It is recommended that the school district accept responsibility for transportation of students in grades K-8 who live beyond a reasonable walking distance from school.

Implementation

No plan can achieve all objectives perfectly, and better solutions may be developed by further study. Improvement is necessary and should begin, but no decision should be regarded as intractable. A massive one-time replacement of all the District's educational facilities is not recommended; but rather a gradual replacement and upgrading of facilities offer the greatest chance of providing the best facilities, both now and in the future. For the present, no new space should be added to existing neighborhood schools, except for those schools which would become part of the central primary school chain.

Implementation of the program recommended would not require immediate massive capital expenditure. Certain changes should be immediate; others can be made later as existing facilities require replacement, or as the apparent advantages of new facilities stimulate efforts to complete the overall program more rapidly.

It is recommended that programs for changing existing facilities be judged in terms of their long-range advantages.

Environmental Control

School facilities should be designed as controlled environments conducive to the learning process. Schools of the future may altogether abandon grades, standard classrooms and other traditional practices. Therefore, buildings must be designed to accommodate different groupings of students, individual study, and technological developments, and be sufficiently flexible to accommodate continuing change. Current developments in the educational process and the current emphasis on the need to develop each child's full capabilities almost certainly spell the end of "one teacher, one classroom" schools. If this is true in general, it is even more imminent for Berkeley. The process of experimentation to meet these new needs has just begun and can be expected to continue for many years. The District cannot wait for a new educational philosophy to arrive, and new school plant criteria to be developed and tested. The answer, then, should be flexibility – within rooms to meet day to day diversity in program and, on a larger scale; flexibility to modify entire arrangements of rooms and their mechanical systems, or even to relocate buildings and spaces on a given site without losing the initial capital investment. Berkeley's present school buildings reflect little recognition of the need for adaptability for change. Great architectural and financial efforts must go into the design of schools which will reflect social integration and flexibility.

It is recommended that each new facility be developed as an environment conducive to the learning process with flexibility for utilization of instructional techniques of the future.

Disposition of Existing Facilities

Centralization of school facilities will release land now occupied by some of Berkeley's elementary schools. It has been recommended previously, that portions of the sites be retained for neighborhood centers. Remaining land would provide an exceptional opportunity to improve the city park system to serve the whole community. Use of the land for residental and commercial development also should be considered. Priority should be given to the development of residential accommodations suitable for persons who have been displaced by land acquisition for central facilities. Residential development could be designed to complement existing housing in the neighborhood, and to encourage residential integration throughout the city.

It is recommended that disposal of surplus school property be planned for the improvement of the entire community.

ALTERNATIVE EDUCATION PARK CONSIDERATIONS

Early discussions for educational parks in Berkeley related to peripheral areas along the boundaries because these have the advantages of adequate space to allow for a flexible design, and to accommodate all grade levels, early childhood education from age three through the adult years. Areas were examined in the city's Marina district along the Bay, as well as those in the northeast hills of the Regional Park District, and on the southwest boundary of the city where the rapid transit system enters Berkeley.

While sufficiently large, all these sites have major disadvantages. Each is removed from all other parts of the city, and would be inconvenient to most of the population and to all other institutions and enterprises. Transportation would be a problem. The nearness of the rapid transit system would not provide transportation relief because the route of the trains is designed to serve regional areas, rather than intra-city areas. There would be high land costs, and unusual building construction costs beyond those normally encountered due to problems related to bay-filled land or other geographical complexities.

Moreover, if educational parks are to be a means to improve the urban condition as well as the educational system, the development of any of these areas as educational parks would nullify this advantage by creating other problems.

Park planning for the sites existing in the peripheral areas should not be discounted completely, however, since these locations offer the distinct potential for regional or inter-school district planning. While little response in this direction was indicated by surrounding districts at the present time, the possibility for future considerations should be open-ended.

The possibility of both a linear and a consolidated park plan in a central location as an extension south and west or adjacent to the existing high school was explored in some detail, but seemed unobtainable due to land unavailability, city traffic routes, and high population densities. High rise buildings on limited land in the center of the city might be aesthetically acceptable and even architecturally sound when related to the surrounding environment, but would create major problems in student occupancy and movement within the facilities, as well as imposing undesirable limitations on the instructional program.

Site Surveys

On the other hand, retaining the central location idea, but expanding consolidation to a multiple park complex, would mean that the component parts would be easily accessible to the entire community, and within walking distance for many city residents. A complex would be "where the action is" for the utilization of all community resources.

In addition, the facilities and programs in a centrally located park complex could be more easily adjusted to population shifts, and would not be depleted by them.

Therefore, after examining the alternatives for Berkeley, one plan was selected as most feasible for the school district and community. It represents a combination of the Scattered and Horizontal Park concepts, i.e., it is a centrally located, eight-campus complex including one four-year high school, two middle schools, four primary schools, and one secondary continuation laboratory school and adult education center. In addition, there would be combined facilities for the District administration and instructional services center on a ninth site.

If an imaginary line were drawn to connect all the sites of the Complex, the resultant figure would be Crescent-shaped. The projected educational park complex for Berkeley was named after this design.

[1] Dr. Max Wolff, in *The Architectural Record,* McGraw-Hill, Inc., New York, February 1966.

[2] Nova Conference, Educational Park Workshop, Fort Lauderdale, Florida, April, 1968.

[3] *The School Master Plan Committee Report* 1965-1967, Volume One, and *The School Master Plan Committee, 1965-1967: Studies and Recommendations of the Several Committees,* Volume Two, Berkeley, California, October, 1967.

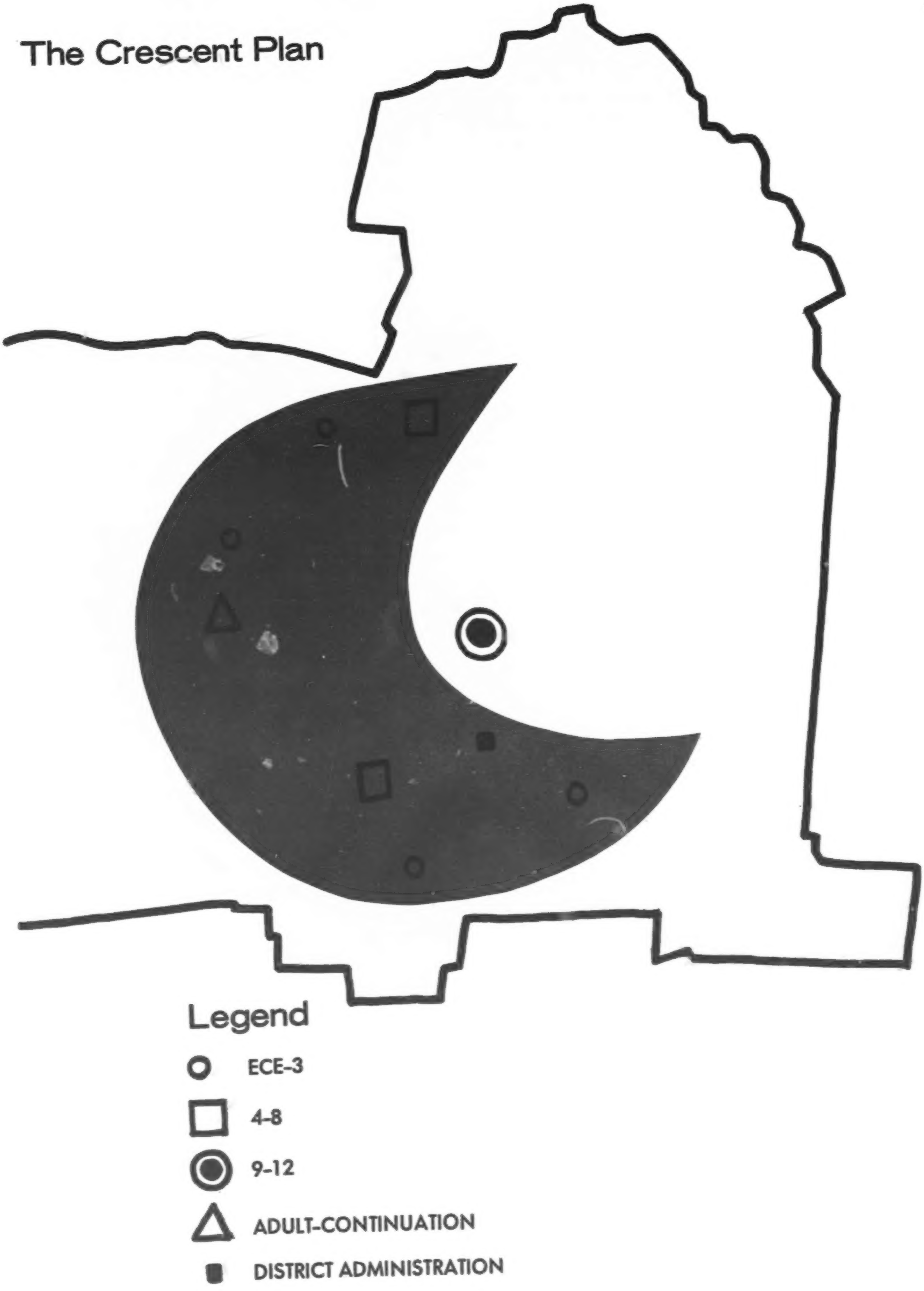
[4] School Master Plan Committee sub-committees.

[5] School Master Plan sub-committee.

[6] Middle schools refers to schools serving upper elementary and lower secondary grades.

[7] By primary school is meant all grades below the middle school, and including the pre-school years beginning at age three.

The Crescent Plan


Legend
ECE-3
4-8
9-12
ADULT-CONTINUATION
DISTRICT ADMINISTRATION

V. The Crescent Plan

As the recommendations by the Educational Park Task Groups and the School Master Plan Report have indicated, school district facilities presently occupy widely decentralized locations. Further, all school sites and facilities are overcrowded, and in many instances are in need of repair and renovation. Projected estimates to 1975 indicate continued stability in school enrollments (page 53).

Thus, primary considerations in the development of educational park plans to fulfill the criteria of the concept and the needs of the community required decisions relating to centralization of facilities and land acquisition.

Critical land shortages in the city, high costs of available land, and population densities pointed to the desirability of utilizing and expanding sites currently owned by the District. Using the site expansion approach would:

(a) minimize the need for high rise structures;

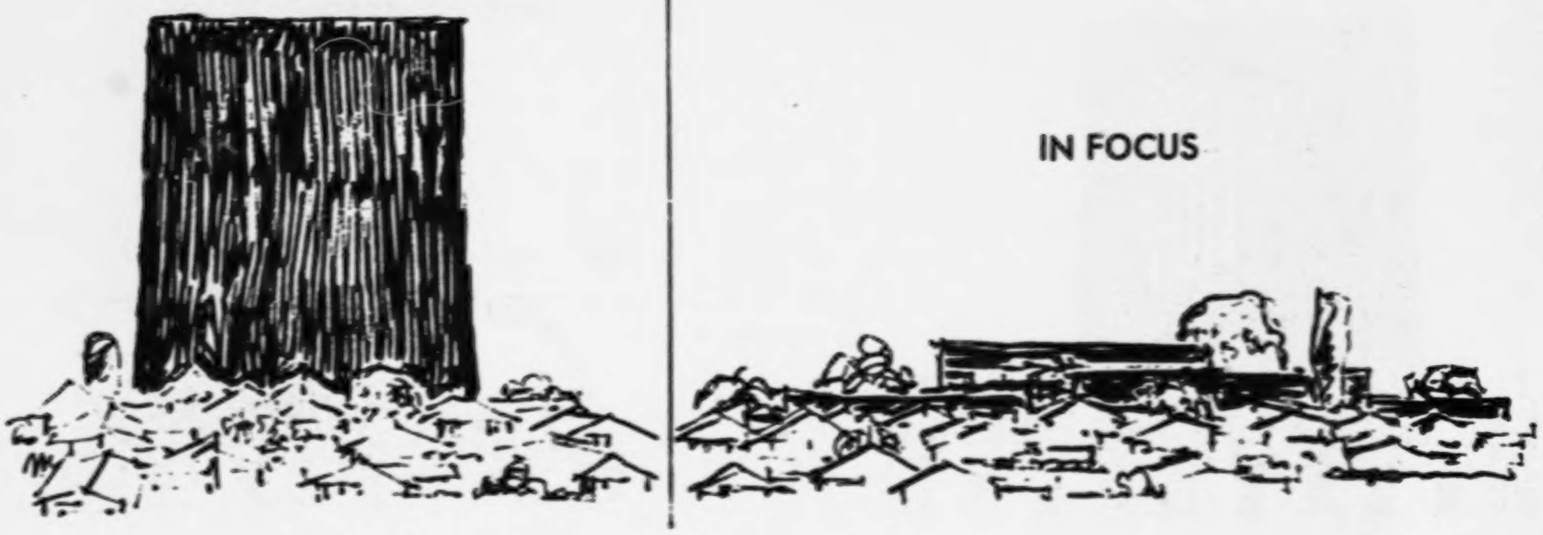
(b) permit building design in scale with the adjacent community;

(c) provide economic and efficient use of facilities.

The recommendations of the School House Planning Division of the State of California for school site size are high, and are considered to be unrealistic for urban schools. Nevertheless, Berkeley sites average only one-third the State recommended standards. If as a compromise, current sites were expanded to reflect one-half the size the State suggests, there would be more acreage per child and available space for natural development with open areas and recreational facilities.

Serious consideration was given to land acquisition needs in an effort to minimize displacement of residents living in the school park neighborhoods. To accommodate to the lowest possible acreages, maximum use of the sites would be planned. School building construction costs mount as buildings increase in height, and it was judged to be uneconomical, at the estimated land value, to build more than three stories above ground, and one story below ground at all locations except the High School site.

Keeping design of educational park in scale with community



OUT OF FOCUS

IN FOCUS

CRESCENT PLAN DESCRIBED

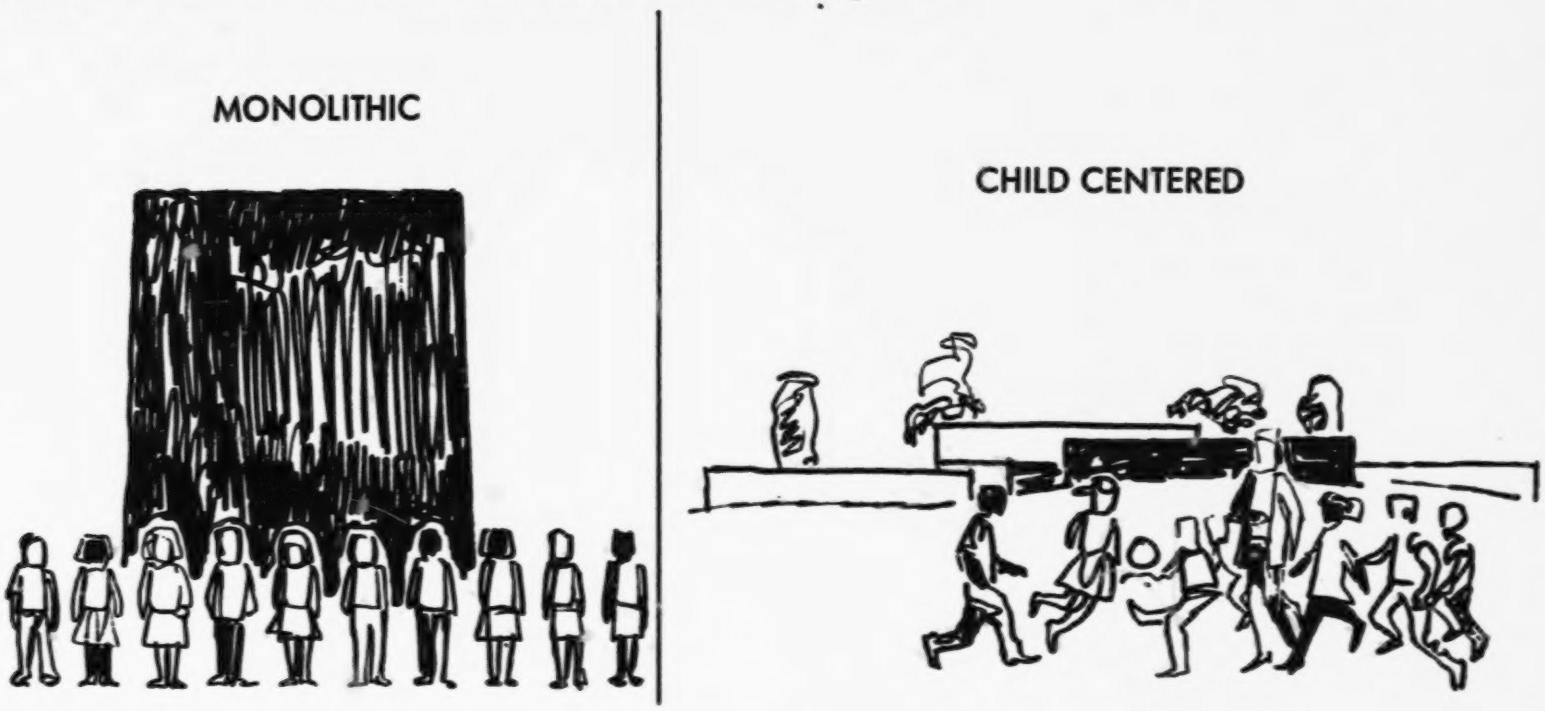
The Berkeley Educational Park Complex would be designed to serve the community far beyond the role now played by the neighborhood school. It would offer education, recreational, and public service facilities to all age groups so that the Berkeley Unified School District would serve the residents of the community all their lives.

Under this plan, all educational activity in the Berkeley School District would be consolidated on nine sites. Instead of a single monolithic park, several centrally located sites were selected to compose an educational park complex. Each of the school parks would be subdivided to form a set of schools which would be recognizable as individual entities, and of sufficiently small size that the individual child could relate himself comfortably to his school. Although the Park design would emphasize each child's relationships with his small group, it would enable him to move easily to other areas in the park for an enriched educational opportunity. The facility would be flexible enough to encompass a wide range of specialized activities emphasizing individualized instruction.

Each school park would be supervised by the park administrator, or coordinator of all park activities. There would be facilities for community agencies, and for medical care in the park administration area. Each of the schools within a park would be administered by its own principal in his capacity as instructional leader. Instructionally and structurally, each school within a park would be independent of the others on the site, but coordinated by the park administrator in the use of shared facilities.

The Crescent Plan includes eight school parks. There would be four primary schools,[1] and two middle schools,[2] and one four year high school, grades 9-12. In addition, there would be the secondary continuation-laboratory school, and the adult education program,[3] and the administration center. Thus, there would be two primary schools for each middle school, and two middle schools for the one high school. Berkeley school children would be offered public education for fifteen years from pre-school (age 3) through grade 12 in a school attendance pattern of 6-5-4 years, attending only three schools throughout their school careers.

Individual schools in educational park



MONOLITHIC

CHILD CENTERED

The four attendance zones under operation in the K-3, 4-6 plan would be reduced to two, with each zone consisting of two primary school parks and one middle school park, and would continue to provide an integrated student body for each of the schools.

Enrollment Projections

As noted previously, Berkeley's school population has remained rather stable in recent years. It seemed reasonable to presume that this stability would continue through succeeding years, and in fact, this was found to be the case when enrollment projection procedures were employed. For the purposes of projection, an arbitrary target date of 1975 was chosen. The size of the incoming kindergarten class over each of the past twelve years since 1955-56 was found to increase annually on an average of one-half of one percent. This was used to calculate the projected kindergarten size for 1975. Using this same twelve year period (1955-67) each class was followed through its career as it progressed from Kindergarten through 12th grade and the annual enrollment changes were noted and expressed as a percentage of the previous year's enrollment figure. The between-grade average percentages employed in this projection are noted in Table 1.

TABLE 1

Average Percentage Change in Class Enrollments Between Grades.

ECE-grade 3 (age 3)		*grades 4-8*		*grades 9-12*	
ECE		4		9	
	100.0		97.6		99.7
K		5		10	
	96.0		98.3		96.5
1		6		11	
	95.3		101.3		92.4
2		7		12	
	97.5		97.9		
3		8			
	97.2		101.5		
4		9			

The average annual change in class size as the class moved from K to 1, 1 to 2, etc., was calculated for the twelve year period and these percentages were applied to the 1968 class enrollments and projected to 1975. Table 2 indicates the enrollments by grade level projected to 1975. The Early Childhood Education enrollment (preschool) was estimated to be about equal to the kindergarten enrollment.

TABLE 2

Projected Enrollments by Grade for 1975.

Primary School ECE-3		*Middle School 4-8*	
ECE	1,440	4	1,219
K	1,433	5	1,183
1	1,369	6	1,156
2	1,298	7	1,166
3	1,260	8	1,209
TOTAL	6,800	TOTAL	5,933

High School 9-12		*District ECE-12*
9	1,242	
10	1,121	
11	1,101	
12	1,027	
TOTAL	4,491	TOTAL 17,124

The seven schools selected to become education park sites in the Crescent Plan are listed below along with their projected enrollment capacities.

School Parks	New Enrollment Capacity
Lincoln Primary	1,900 students
LeConte Primary	1,500 students
Franklin Primary	2,000 students
Jefferson Primary	1,800 students

School Parks	New Enrollment Capacity
Garfield Middle	3,200 students
Longfellow Middle[4]	3,200 students
Berkeley High	4,750 students

There would be no change anticipated in the size of expansion of the West Campus school site which would serve both the continuation laboratory school and the adult education program. The Savo Island property would be used for the District's administration center, and for the instructional services center.

THE MIDDLE SCHOOL PROTOTYPE

Considerable time for detailed attention to the three basic component parts, i.e., the high school, the middle school, and the primary school, of the Crescent Plan for Berkeley will be needed for the adaptation and incorporation of the features and recommendations of the education park concept. The time limitations of this feasibility study have precluded such examination of all three components, however. Therefore, one grade span was selected for such examination with the hope that subsequent studies would be made of the others to deal with all the critical elements related to design and implementation.

The middle school park was selected as the prototype for detailed examination because it embodies most of the educational park concepts and holds many of them in common with each of the other two parks. Further, it was assumed that a middle school park would emerge naturally from the grade organization ordered under the K-3, 4-6 Integration Plan, and thus would become the logical next step in school organization and development. This is not to say that one component part of the complex is more important than any other, only that it is more representative as a prototype and perhaps more timely.

THE GARFIELD MIDDLE SCHOOL PARK *

The Garfield Junior High School was selected as the site for the middle school park prototype for several reasons:

(1) It had been suggested by the School Master Plan Committee as a middle school site.[5]

(2) Garfield is already the largest site in the Berkeley School System, and therefore, would require only modest expansion to accommodate the park.

(3) The Board of Education has authorized a study (now in progress) to determine what modifications and renovations should be made to the Garfield Junior High School.

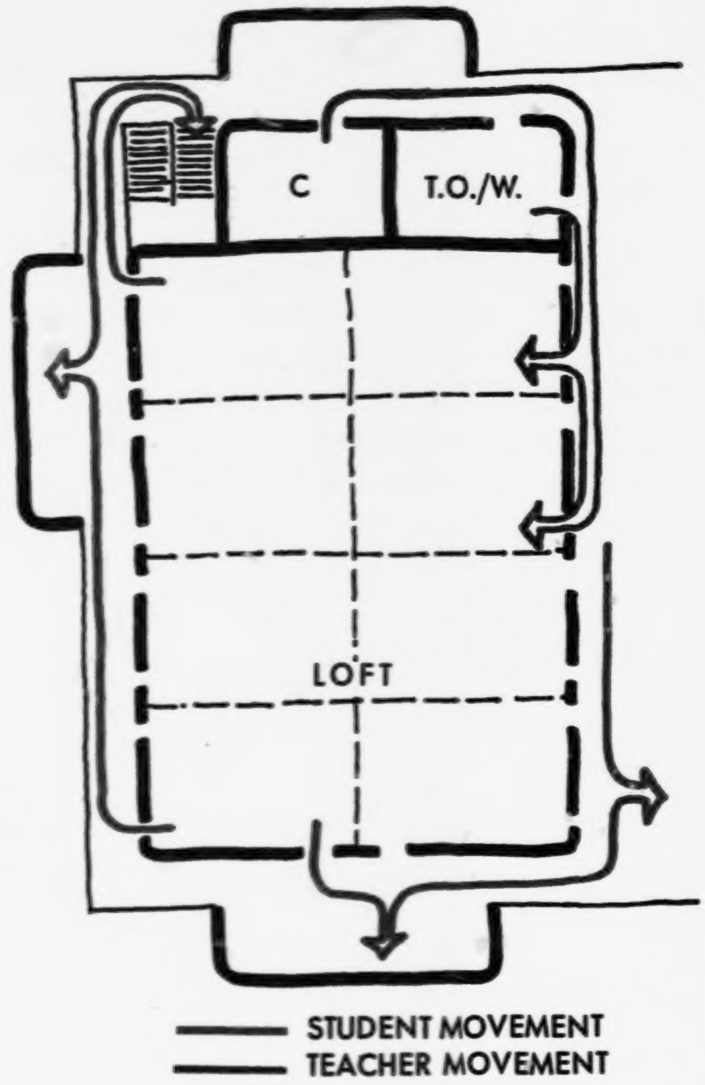


Fig. 1. - Basic Loft

*All diagrams which relate to this prototype represent a graphic study of the fundamental nature of the Park, rather than an architectural design.

The need to treat the student as an individual — to promote his identification with his educational environment — was considered to be the most important objective of the planning activity. To achieve this purpose, a middle school park to house 3,200 students was divided into four component schools, or schools-within-the-school. Moreover, the component schools could be designated as upper and lower divisions for instructional activity. Each school would accommodate 800 students who would be subdivided into cluster groups of 200 students occupying one loft space for instruction. The loft areas would vary in size for upper and lower divisions. The less specialized programs in the lower division would cover 7,200 square feet of loft space; and the space for the more specialized activities of the upper division would cover 6,400 square feet.

The loft area would offer the flexibility of a single large teaching room, or it could be subdivided easily with sound-deadened folding panels into a multiplicity of varying-sized teaching spaces. At any time, the loft could be used as eight contained classrooms. The flexible arrangement would permit freedom for student movement so vital to the success of a widely diversified curriculum, and a variety of group sizes.

A circulation system would surround the loft areas, would provide access to the lofts at any point, and allow the varying teaching spaces to be programed for over-lapping time slots. Thus, scheduling would provide the independent and uninterrupted use of the loft area. At certain points, the circulation areas would be expanded to allow vertical circulation, and would be alcoved to provide student locker and lounge space, study carrels, and "branch" reference libraries. Teacher office and work space, counseling offices, conference and storage rooms are adjacent to each loft.

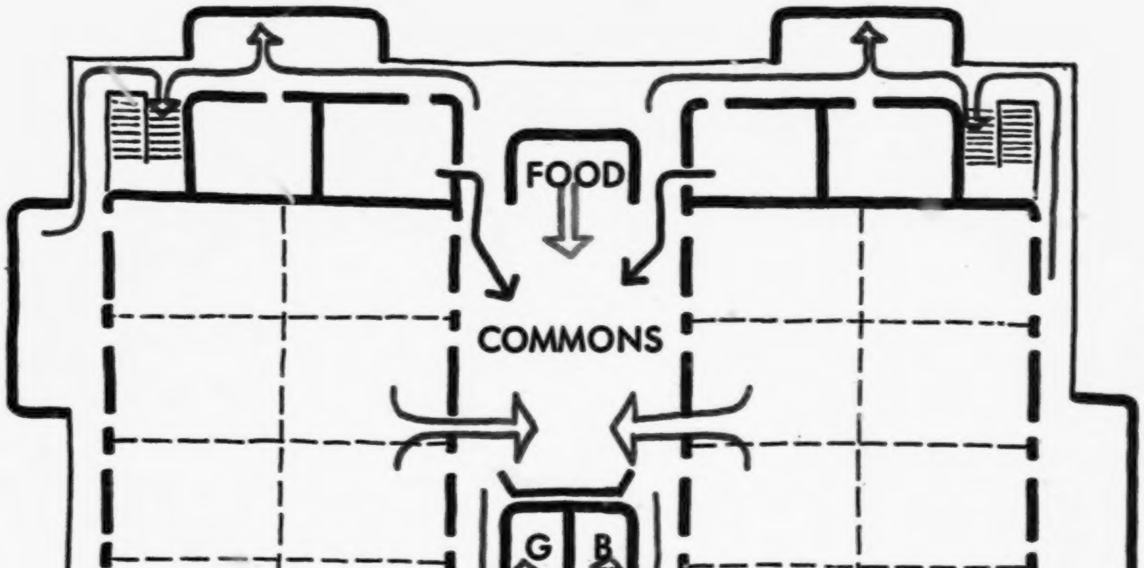


Fig. 2. - Two Loft Relationship

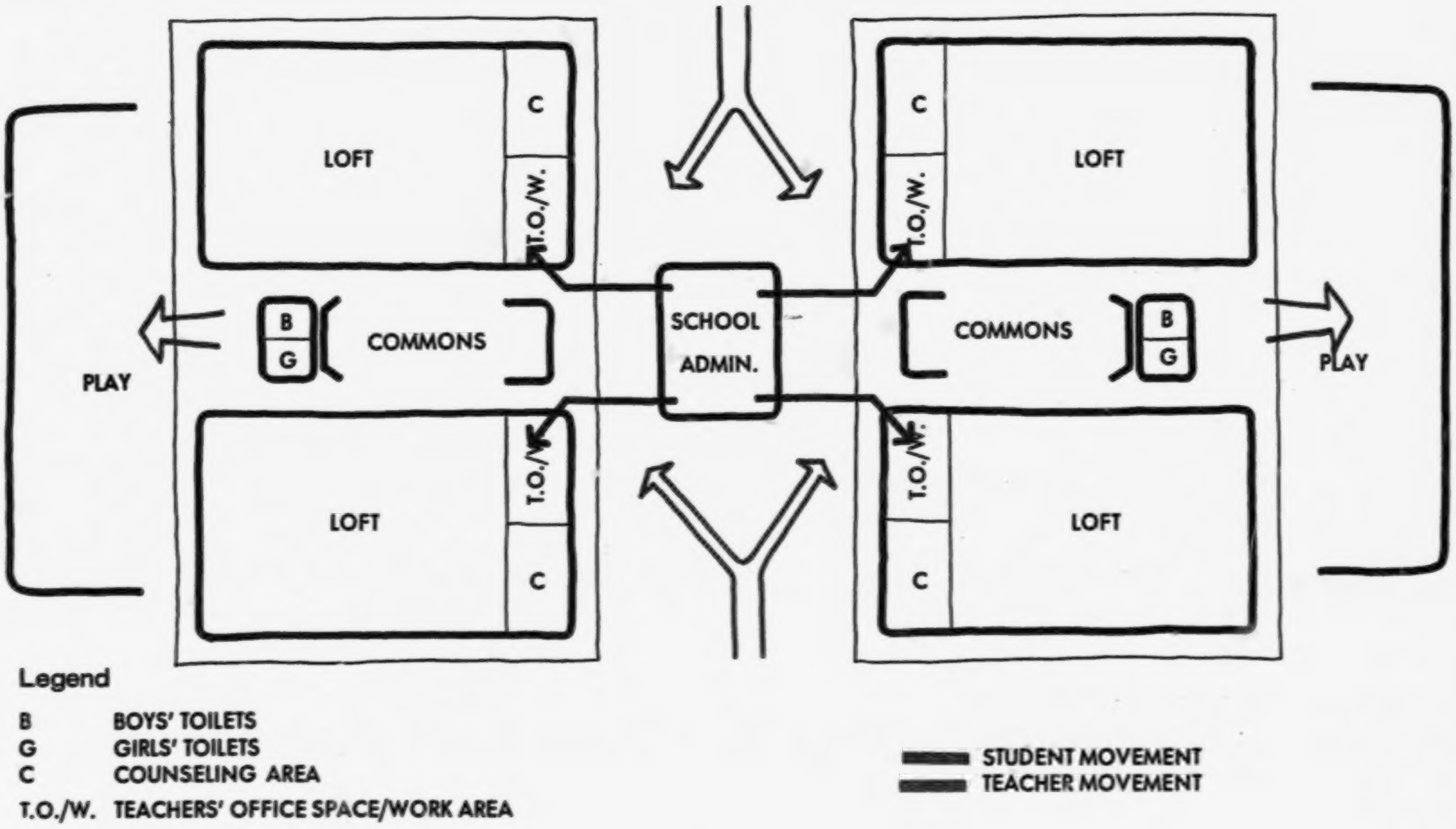
Two lofts each with 200 students would share an immediately adjacent multi-purpose "commons" area of 2,000 square feet, equipped with a folding platform and demonstration area. Lavatories would be in this area. At least 250 students could be accommodated in a limited auditorium situation here. There would be dining space for 133 students, making possible a three-shift eating arrangement for the two loft areas. The dining room would be serviced through a small scullery and pantry in the area.[6]

The proximity of loft and commons areas would offer possibilities of supplemental group activity space in the commons area which would relieve the need for special teaching areas in the loft space. Further, the commons space could be used in combination with the two related loft areas as an unobstructed total unit. The dimension of the commons room relates to one of the critical aspects of educational park planning — that of bringing together a large group of students, yet being able to subdivide it effectively into small groups.

Four lofts with the two "commons" areas form a school of 800 children. The schools within the park would be arranged in one- or two-story blocks. Each floor of each school would open directly to private outdoor spaces which could be turfed or hard surfaced. Through differing arrangements of the floor blocks, an illusion of separateness and individuality would be created for each school.

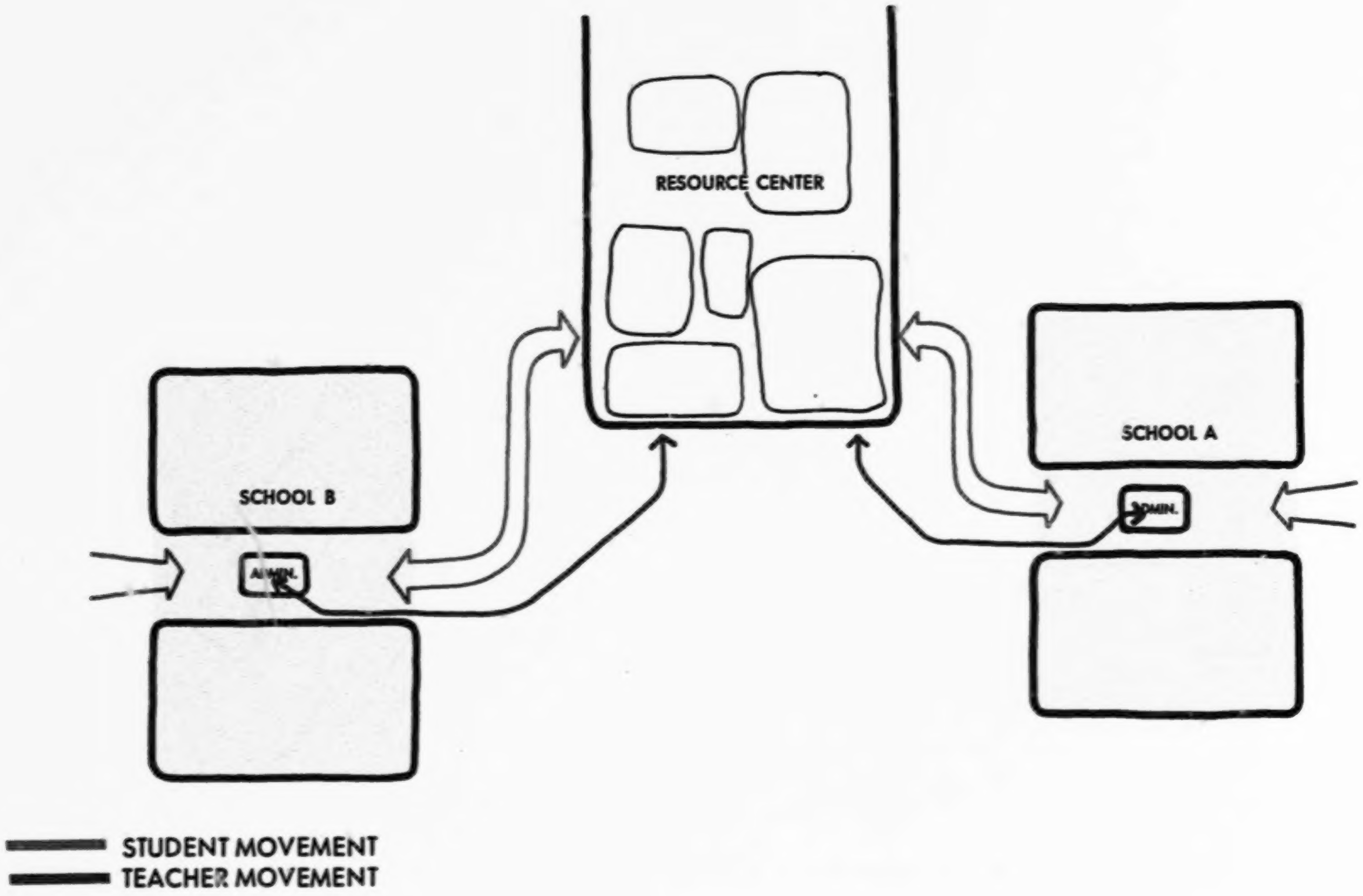
Within each school, the child would relate primarily to his own loft area, and secondarily to his school. From the students viewpoint, the school would be, only incidently, a part of a larger school park.

Fig. 3 - Four Loft Relationship


LOFT
C
T.O./W.
LOFT
C
T.O./W.
LOFT
C
T.O./W.
LOFT
C
T.O./W.
B
G
COMMONS
SCHOOL ADMIN.
COMMONS
B
G
PLAY
PLAY
Legend
B BOYS' TOILETS
G GIRLS' TOILETS
C COUNSELING AREA
T.O./W. TEACHERS' OFFICE SPACE/WORK AREA
STUDENT MOVEMENT
TEACHER MOVEMENT

There would be one resource center for each of the Park's two schools, or two resource centers within a Park, with shared service space for both centers on the basement level. The resource center more specifically designed for the lower division students would cover 12,000 square feet, and the center for upper division activity would have 16,000 square feet. Each would house library and audio-visual aid material and media, individual- and group-study spaces, and special study and listening carrels. In addition, the resource centers would contain special teaching facilities including the student center,[7] multi-purpose laboratories, e.g., science, domestic and fine arts with storage and preparation areas, and a subdividable lecture center which would seat 400 students. The central location and the scope of the facilities and activities possible in the resource centers would attract most students in the Park to them every day, and their physical proximity would be conducive to both inter-school and inter-divisional student use.

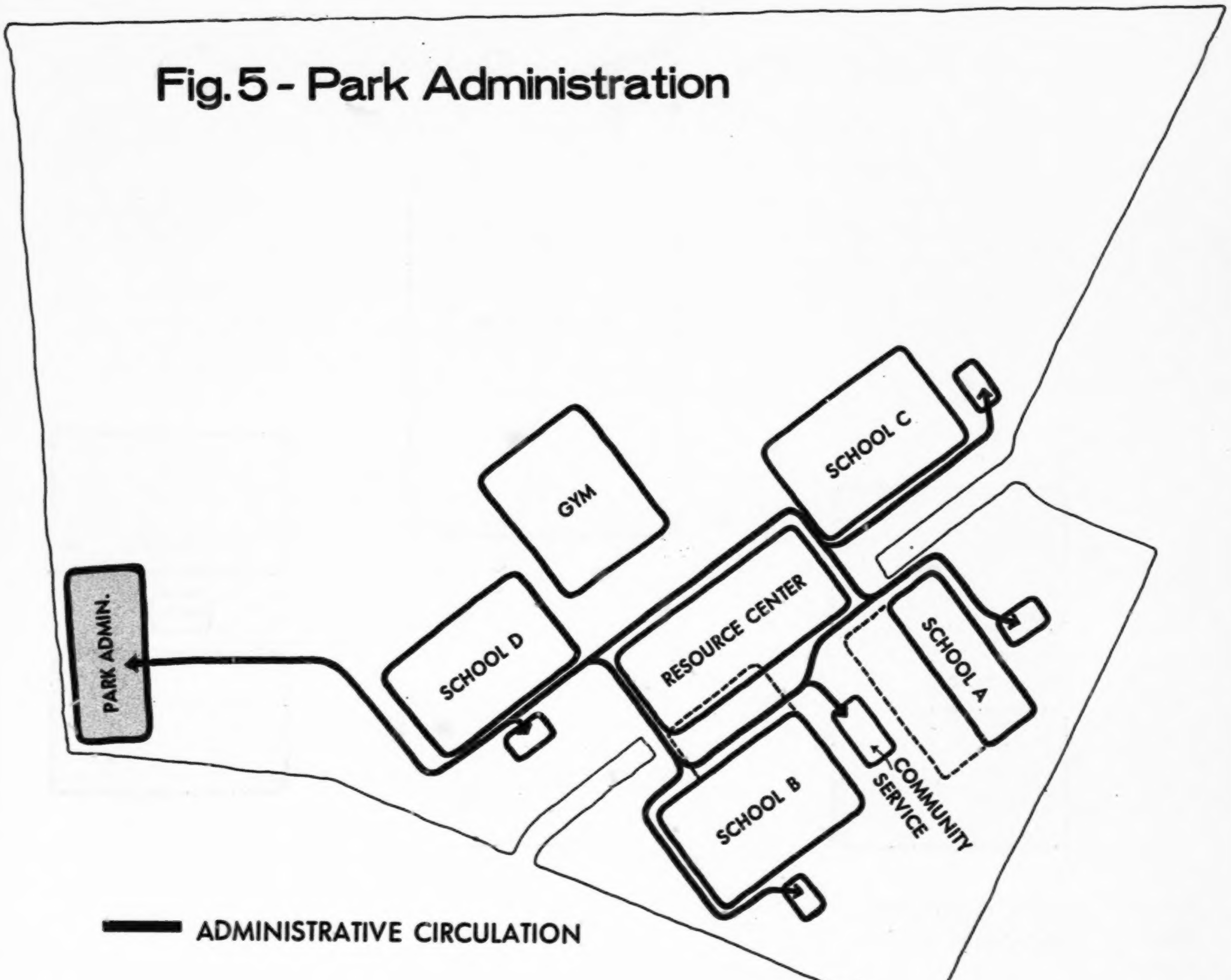
Fig.4 - Two School Relationship



Each school-within-the school would have its own administrative center of about 1,500 square feet which would include space for a health office, teacher lounge, and work room. Primarily, the school administration functions would be related to the instructional program.

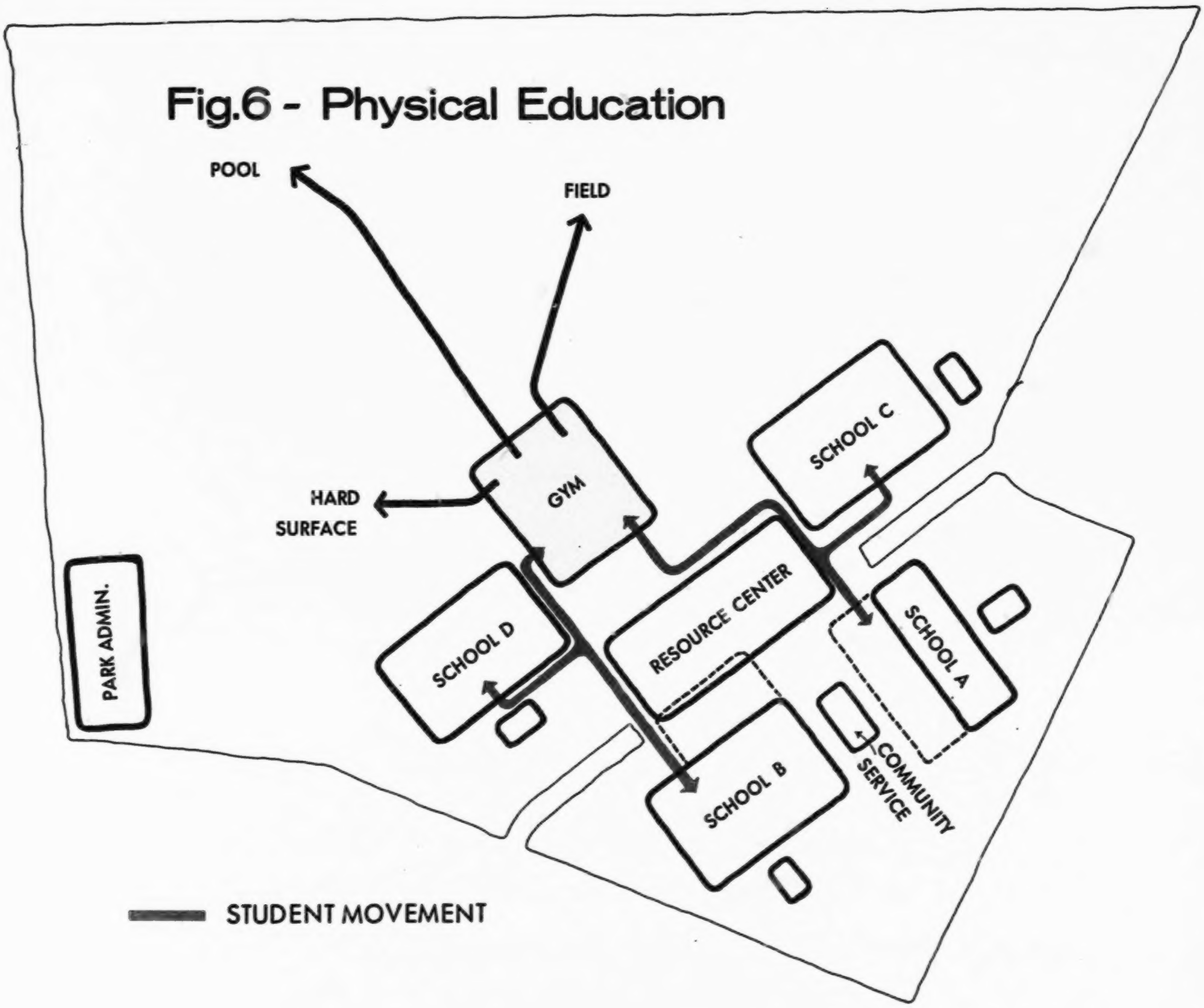
The middle school park administration at Garfield would occupy a separate, small office building (already existing) which would include community service facilities for health, welfare, counseling, etc. programs. The testing and physical examination program (basic to the prescriptive-diagnostic program) would be given at this office.

Fig. 5 - Park Administration


PARK ADMIN.
GYM
SCHOOL C
SCHOOL D
RESOURCE CENTER
SCHOOL A
SCHOOL B
COMMUNITY SERVICE
ADMINISTRATIVE CIRCULATION

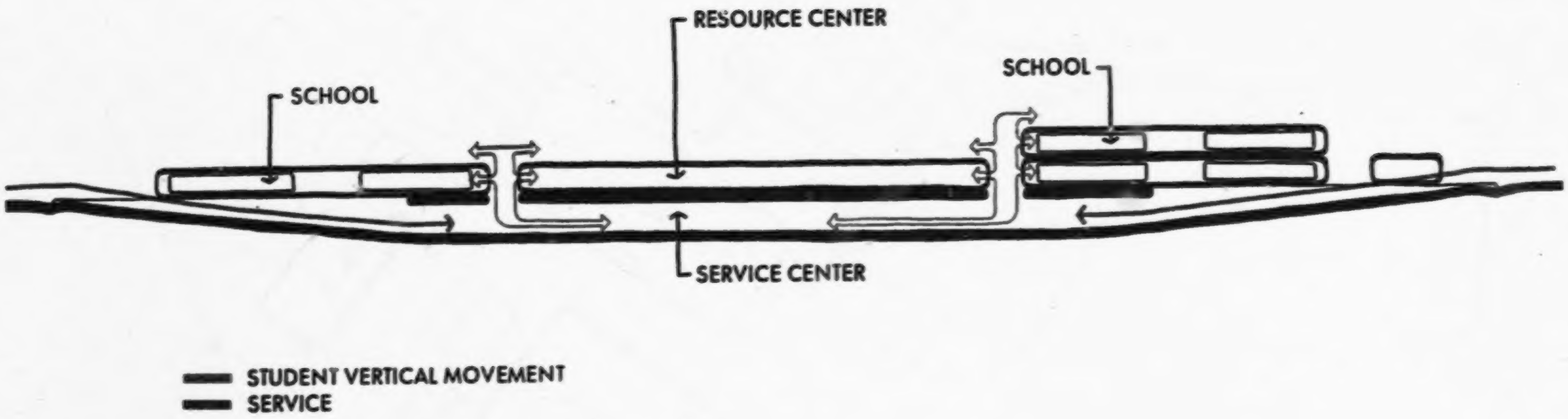
The physical education facilities of the middle school would be shared by all the students of the four schools within the Park. There would be a gymnasium, dressing rooms,[8] swimming pool, and paved and turfed playing areas. The gymnasium would double as the Park's auditorium, serving all the schools. It would have a stage and related equipment, and a music facility with rehearsal rooms and instrument storage space.

Fig.6 - Physical Education


POOL
FIELD
HARD SURFACE
GYM
SCHOOL C
SCHOOL D
RESOURCE CENTER
SCHOOL A
SCHOOL B
PARK ADMIN.
COMMUNITY SERVICE
STUDENT MOVEMENT

All service facilities at the Park would be underground: storage, food services, faculty parking — for about 100 cars, and bus loading and unloading platforms. The school proper would be above ground. No student activity beyond arrival and departure at school would take place at the undergound level.

Fig. 7 – Student-Service Vertical Section


RESOURCE CENTER
SCHOOL
SCHOOL
SERVICE CENTER
STUDENT VERTICAL MOVEMENT
SERVICE

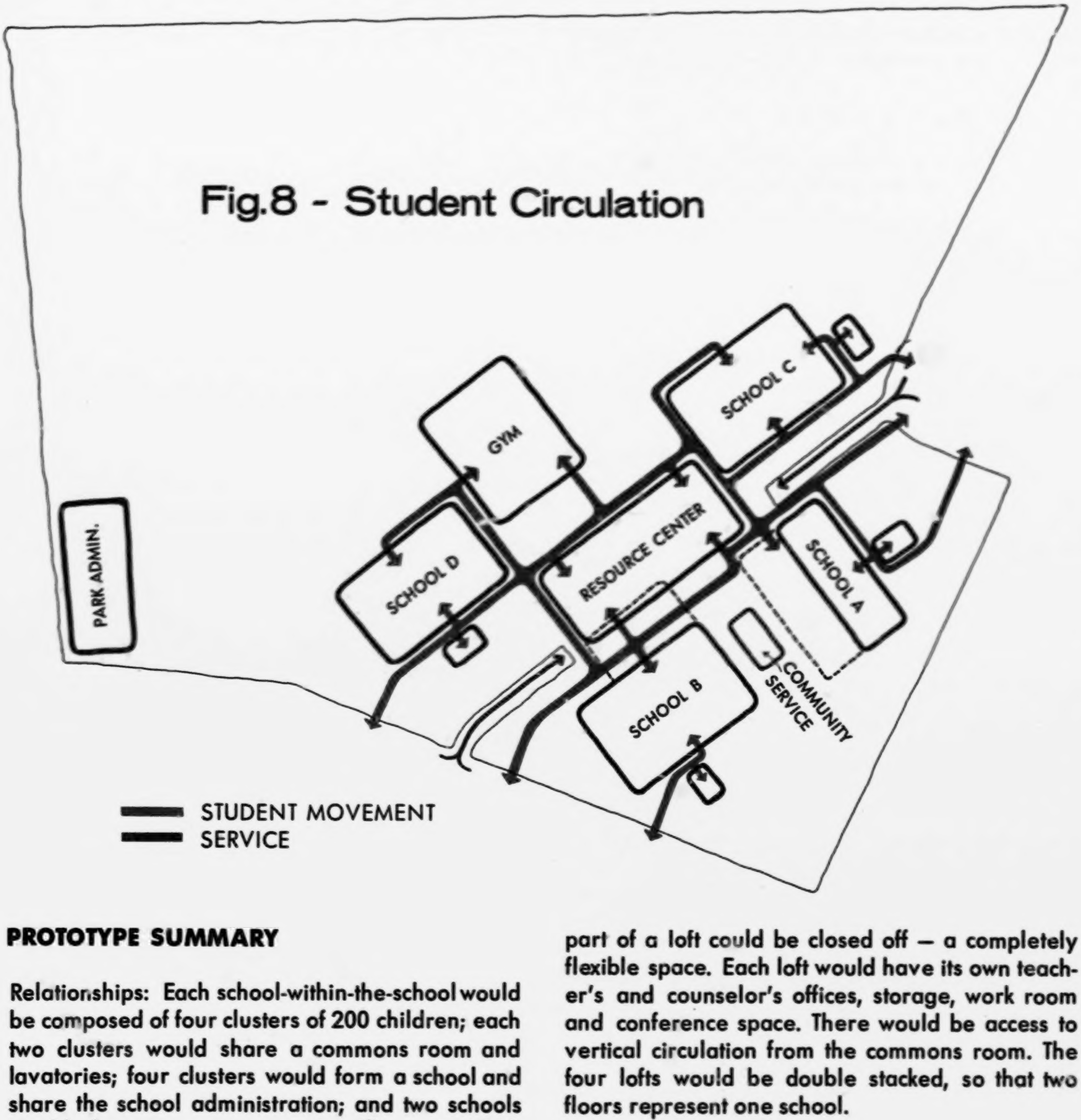


Fig.8 - Student Circulation

PROTOTYPE SUMMARY

Relationships: Each school-within-the-school would be composed of four clusters of 200 children; each two clusters would share a commons room and lavatories; four clusters would form a school and share the school administration; and two schools would share a resource center. The entire Park would have a business office, community service center, physical education complex, and underground service facilities.

Schematically, within one school there would be four lofts, each two lofts would share a multi-purpose commons room. There would be circulation space completely around the lofts, so that any part of a loft could be closed off — a completely flexible space. Each loft would have its own teacher's and counselor's offices, storage, work room and conference space. There would be access to vertical circulation from the commons room. The four lofts would be double stacked, so that two floors represent one school.

In the lower-division levels there would be less student circulation during the day due to the bouble loft space and commons area arrangement which could form a basic core for all their activities; whereas more upper-division students would be circulating due to their diversified and specialized programs, many of which would be carried on in the resource center.

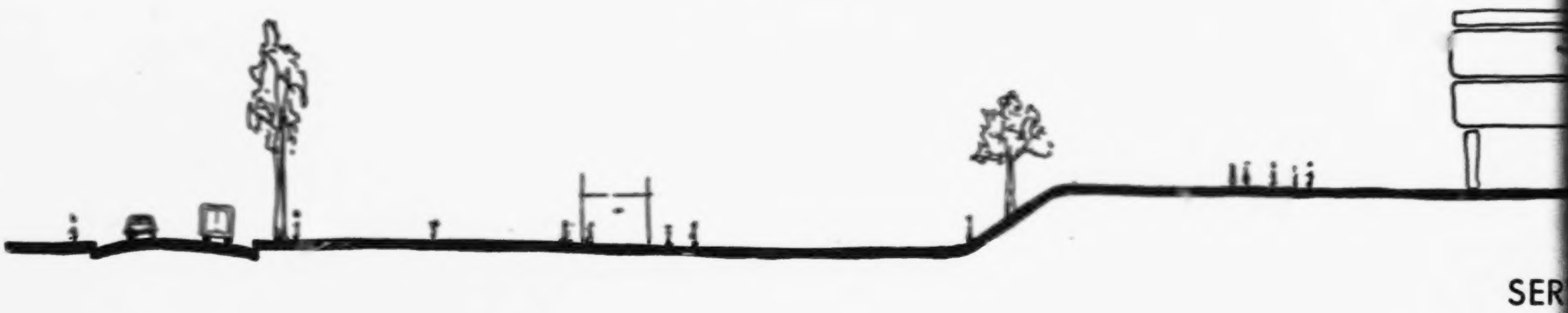
Statistics concerning the Garfield Middle School Park are summarized in Table 3, as follows:

Table 3

GARFIELD MIDDLE SCHOOL PARK
STATISTICAL SUMMARY

Enrollment	3,200 students
Total Site Size	26.1 Acres
Acres to Be Added[9]	5.8 Acres
Per Acre Cost[10]	$ 200,000.
Total Land Cost	$1,160,000.
Sq. Ft. Building	303,000 sq. ft.
Cost Per Sq. Ft.[11]	$19.50/ sq. ft.
Building Cost	$5,908,500.
Site Development[12]	$1,200,000.
Fees[13]	$ 565,480.
TOTAL COST	$8,833,930.

The architectural consultants have suggested including a furniture allowance of $125. per student enrolled, and a five percent contingency fund. It should be reiterated that these cost estimates are based on present wage scales and materials costs, and would be subject to revision to reflect prevailing conditions at the time of actual construction.


SER

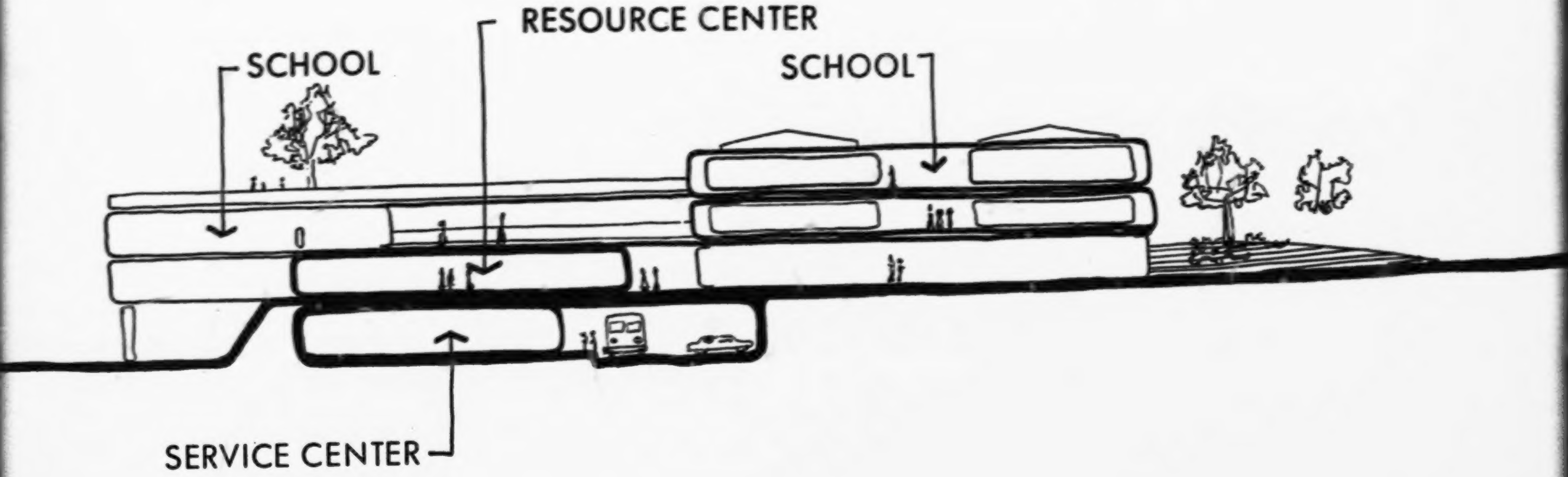
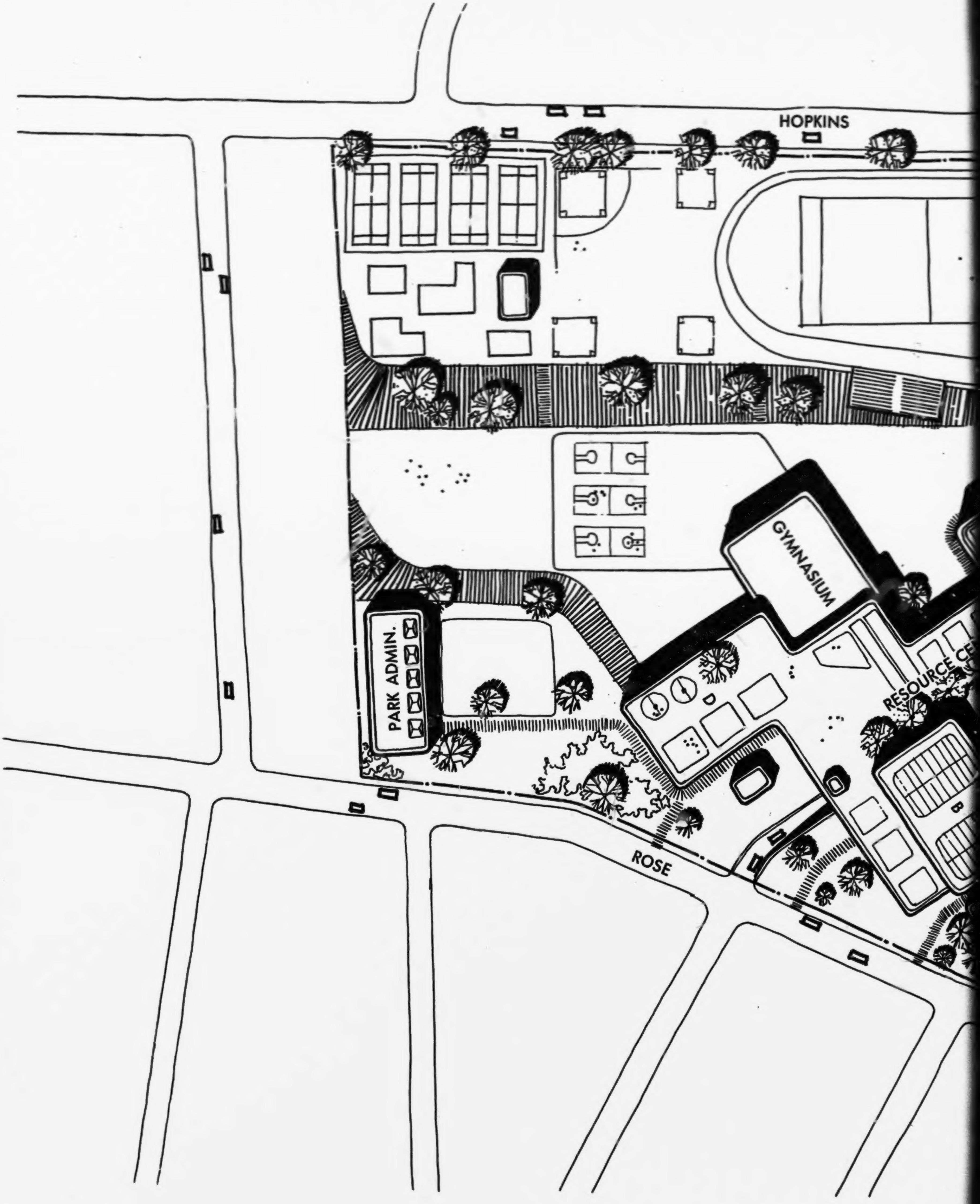

RESOURCE CENTER
SCHOOL
SCHOOL
SERVICE CENTER

Fig. 9.– Section thru Middle School


HOPKINS
GYMNASIUM
PARK ADMIN.
RESOURCE CE
B
ROSE

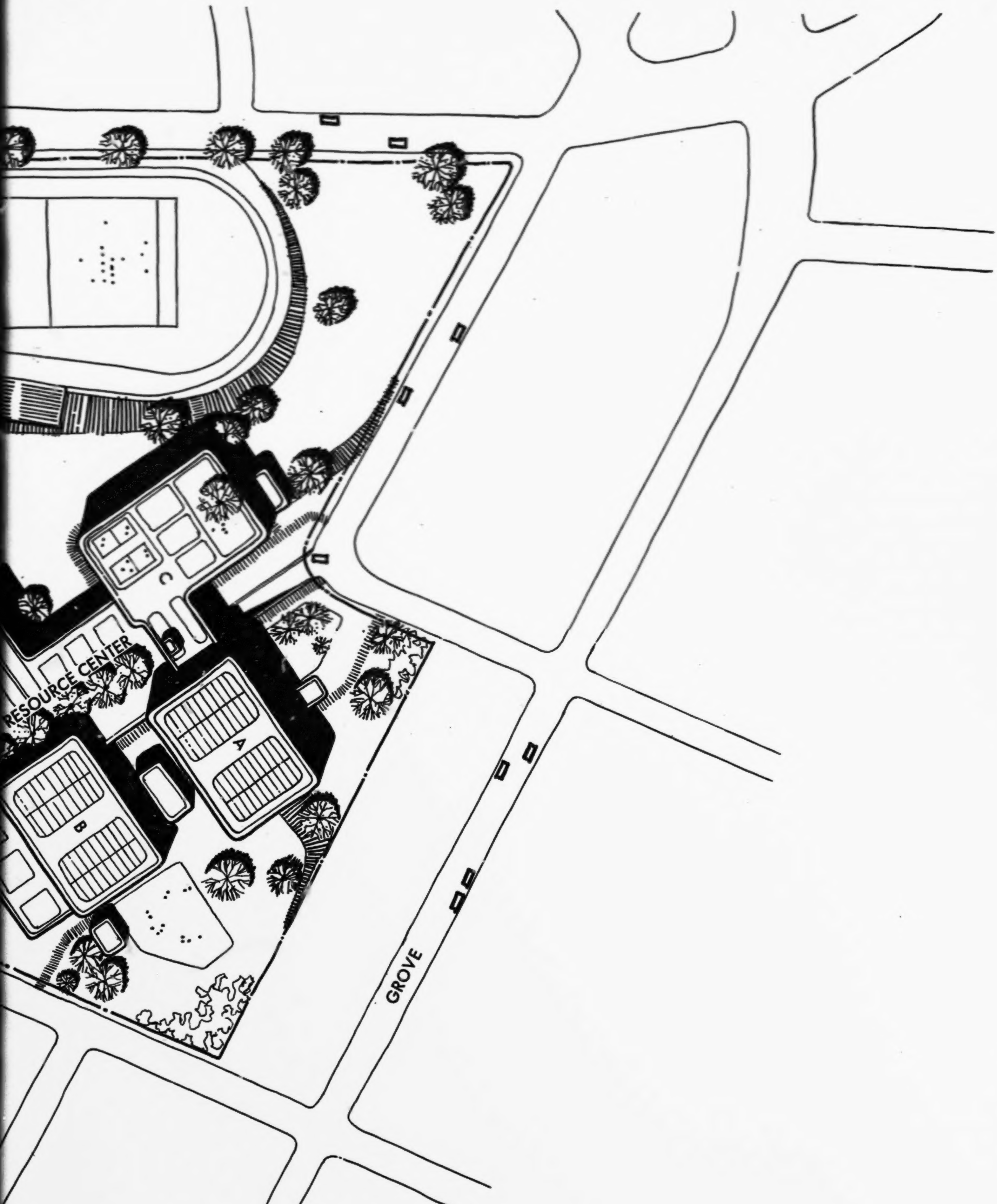

RESOURCE CENTER
C
A
B
GROVE

Fig. 10.– Middle School Park Site Plan

PRIMARY SCHOOL PARK

The architectural considerations which were guidelines for the middle school generally are applicable to the primary school park. Primary school parks would house between 1,500-2,000 students. Because of the younger age of the children, an even greater emphasis should be placed on design which recognizes the individual child and his small learning unit, and major consideration should be given to the special methods of handling the arrival and departure of small children who require transportation. Specifically, this park would encompass the following two types of facilities:

Pre-school and kindergarten teaching space would probably be developed as individual self contained units, which might be grouped in clusters of four or five to share certain common facilities. The clusters would consist of self-contained classroom space with lavatories and a sizeable fenced space opening freely from the classroom. Such an arrangement would form a controlled environment featuring indoor and outdoor areas, all of which would be under the visual control of the teacher and her assistants.

The teaching space for children in grades one through three would be similar to the facilities recommended in the middle school prototype. The basic teaching space would be the loft area which would be flexible to enable expansion to its full size, or division according to need and instructional activity. The loft space, as in the middle school plan, would be surrounded by circulation space, which could be expanded at certain points to provide special areas.

The lofts would share a multi-purpose "commons" space equipped with a folding platform, demonstration area and serving pantry.

Four lofts with two commons areas would form a school for 500-600 children. They could be arranged in one- or two- story blocks but each loft of 125-150 children would open to its own outdoor play area with convenient access by the children for recess periods, and outdoor activity. Some small play areas could be located safely on the roofs of adjacent buildings.

The central resource centers for the primary park would be smaller than those envisioned for the middle school park. They would consist of libraries to serve the individual libraries located near each loft, and would include media centers and multi-use laboratories. School park administration, community service facilities, and building services for the primary park would be similar to those offered in the middle school park prototype.

THE HIGH SCHOOL PARK

General considerations guiding the development of the middle school park apply to the four-year high school to serve 4,750 students, with the major exception that students of this age level will accept an unfragmented school of this size. The location of the existing Berkeley High School is such that high rise buildings would not be out of scale with the neighborhood. Further, land costs in this area dictate the necessity for keeping site acquisition to a minimum, even if this involves multi-story development. It is recommended that the major portion of the existing conforming buildings be used at the high school park. With the high school site expanded to the west to include the Washington Elementary school site and surrounding area, air rights over Grove street might be acquired in order that bridging elements could connect the two properties.

Because of the spread of buildings over a large area it would be desirable to divide the high school into at least two school units using the existing facility for one of the schools, and building a new facility on the new site for the other school. The new facility could be in the form of a six-or-eight-story building. The two schools could be joined through a shared gymnasium facility, which would bridge the street. Beneath it, the street tunnel could be put to advantageous use by providing display and announcement space for contact with the community. In effect, the tunnel could be the front door of the school to the public.

COST

The Crescent Plan does not represent a minimum low-cost school facilities scheme, but rather a plan for the future predicated upon a quality program for educational improvement. Quality education is not a low-priced commodity. It is generally agreed that the economies of an educational park accrue from size which saves dollars. "Size, however, creates complexities which cost money, and in most cases, the economies of size will at least be offset by the complexities."[14]

The Crescent Plan offers spatial flexibility of facilities for optimum use by large numbers of individuals in a variety of ways. Were facilities with all the park advantages to be planned for smaller schools, distributed throughout the community, on an improved school basis, the costs could very well exceed those projected in the Educational Park Complex.

To acquire sufficient land around each of the present neighborhood sites would be costly in view of land values, and would result in the dislocation of residents in each area. Further, since several of the Berkeley school sites are located on hillside property, these particularly would be expensive to develop into usable land.

In view of the prime objective of producing integrated quality education in Berkeley, it seemed ill-adivsed to explore in depth, the perpetuation of any plan which would mitigate against achieving this objective.

The total educational park complex calls for the acquisition of about 42 acres of private property, a good portion of the costs of which could be counter-balanced by the release of "surplus" school properties to the city for recreational, commercial, or residential development.

Using the same criteria as were employed in estimating the cost of the Garfield Middle School Park, the following cost estimates (rounded figures) would result for the seven-park complex of four primary, two middle, and one high school:

Table 4

Cost Estimates for Seven Park Complex

Total cost of site acquisition	$ 9,000,000.
Total cost of construction	32,000,000.
Total cost of site development	7,800,000.
Fees	3,184,000.
Total	$51,984,000.
5% contingency fund	2,600,000.
Furniture and equipment	2,200,000.
Grand Total	$56,784,000.

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[1] Primary schools would house children from age three through grade 3.

[2] Middle Schools would serve grades 4-8.

[3] The present West Campus (9th grade school) would be subdivided and used jointly by the continuation-laboratory school and the adult education program.

[4] It is recommended that Longfellow Elementary School be substituted for the Willard Junior High School as the second middle school because of environmental and general geographic limitations. The Willard property offers attractive commercial resale potential to the District, not generally available at other sites.

[5] The School Master Plan Committee Report, vol. 1 IV-8.

[6] The prototype includes 5,000 square feet of kitchen space in subterranean service areas. Instead of a central kitchen at each park, there could be a central District-kitchen for the distribution of food services throughout the Complex. This would reduce kitchen area to about 500 square feet for food-receiving at each school park.

[7] Student centers in the Park would be similar to those planned for the 1968 Integration Program.

[8] Community programs would require special equipment storage areas and provision for locker rental and dressing room space in this area.

[9] The present Garfield site is 19.1 acres in size, and the proposed increase to 26.1 acres consists of 5.8 acres of private property, plus 1.2 acres of street land.

[10] The Berkeley City Planning Department suggests using $200,000. as the per-acre acquisition cost for the private property.

[11] The cost of $19.50 per square foot of building is based upon the mid-1968 construction cost index.

[12] Included in the $1,200,000. site development costs is provision for 60,000 square feet for parking and service facilities at the subterranean level.

[13] The fees are based upon 8 percent of the construction and site development costs.

[14] *A Report on the Education Park*, Corde Corporation, Wilton, Connecticut, 1967, p. 17.

VI. Conclusion

In recent years, city and regional planning more and more relates to the human element. Park-like and functional environments are relevant and satisfying to the social and economic requirements of the urban situation. The philosophies have related to building in terms of clustering a variety of services and facilities in central areas to be shared by the people who lived there.

Except for commercial shopping centers, such advice has been largely ignored until recently, for shared enterprise among community institutions has been difficult to initiate and ponderous to administer. Today, as the problems of a fractionated society continue to multiply, and cities seek meaningful answers to crisis situations, these ideas assume a new timeliness and are being more seriously considered.

The educational park idea is not new. It is an adaptation of a plan offered the city of Los Angeles, by its school superintendent in 1894, Mr. Preston Search. He sought to protect the schools then from the encroachment of urban sprawl. While the Search plan was not adopted, his ideas have survived, so that today, rather ironically, the educational park idea is regarded as a desirable way to overcome the very evil it sought to avoid.

There is a logic to the educational park concept which spells hope. Through its size, students from diverse backgrounds can meet and work and play together in an environment rich in its varieties of modern media and professional expertise. This would be a new environment which would coordinate the personal and the impersonal to embrace all aspects of living. The greatest of a city's gifts is the human transmittal of its heritage through its institutions.

In the days before the Republic, William Penn observed that "the public must and will be served." Now, we recognize that the endeavors of all institutions must be utilized to serve the public better. Growth is stimulated through experience and involvement, and contributes to rational planning and decision-making processes.

Planning activity which is founded on the best past programs, and which moves from need to need, and from opportunity to opportunity becomes a series of adaptations which become increasingly coherent and purposeful, and which will generate a final design that is unified and acceptable. This report represents grist for that process.

Appendix A

Berkeley Unified School District

POLICIES AND PHILOSOPHY

ADOPTION

The Educational Policies of the Berkeley Unified School District were unanimously adopted by the Board of Education at its regular meeting of February 4, 1964. This action by the Board of Education culminated an intensive community and staff study which began five years ago with the appointment by the Board of a Citizens' Advisory Committee on Educational Policies. The resulting Educational Policies set the basic framework for education in our city. This framework insures an educational opportunity for every Berkeley child in accordance with individual need, and is flexible enough to meet the urgent demands of changing times and technologies.

PREAMBLE

a. *The history of our nation* indicates that a society of free people is dependent upon the moral and spiritual values of a responsible and intelligent citizenry. A society like ours, dedicated to the worth of the individual, committed to the development of free, rational, and responsible people, has special reasons for valuing education. Our deepest convictions impel us to foster individual fulfillment. We desire each individual to achieve the promise that is in him, to be worthy of a free society and to be capable of strengthening that society.

b. *Ultimately, education exists to serve our national purposes,* but it serves most directly to provide an opportunity for each individual to develop to his fullest potential. To aid the individual in developing this potential, we must renew our efforts to remove all barriers to education – such barriers as poverty, prejudice, ignorance, and apathy.

c. *In our desire to provide equal opportunity,* we do not ignore the fact that individuals differ greatly in their talents and motivations. Thus, there must be diverse programs within the educational system, each accorded respect and stature. Learning experiences must be provided which will help prepare each person to fulfill his intellectual, economic, and social needs.

OUR EDUCATIONAL PHILOSOPHY

a. *We believe* in the worth, the dignity and the humanity of each individual, that we should do our utmost to challenge every person to develop to fullest fruition intellectually, emotionally, and physically for his own sake, as well as for his contribution to a democratic society, and that this development should extend throughout his entire life.

b. *To accomplish this, we believe* that the educational task should be individualized, that *all* individuals should have equal educational opportunities though not necessarily identical educational experiences. This means there must be a realistic recognition of the readiness level and the unrealized potential of each student in relation to the objectives of the curriculum.

Serious effort must be expended to stimulate the "under-achiever", raise the performance of the "average" and provide maximum opportunity for those of high potential. This effort should be directed to the fullest recognition of special talents as well as to mental ability.

c. *We believe* that the strength of our democracy depends upon the varied abilities of our many diverse peoples to meet challenges, to anticipate and solve problems, to work effectively, to perform as responsible self-supporting citizens, to use their increasing leisure creatively.

d. *We believe* that the emphasis in education should be upon a thorough mastery of the fundamental skills of reading, writing, and mathematics, the sciences (both physical and social), the vocational fields, and a basic understanding of the arts. Students should be prepared to think creatively and speculatively in that atmosphere of free inquiry which is inherent in our American tradition.

e. *We believe* that education should help an individual to become aware of and to understand the many varieties of cultures in today's world, to relate positively to the diverse people in his community and to contribute to and refine his own evolving cultural patterns.

f. *We believe* that education should develop the intellect and should strive to produce an individual who can think and who can critically and independently define issues with clarity and precision, ask searching and relevant questions and be skilled, objective, and thorough in finding and evaluating information.

g. *We believe* that the methods and content of our educational program must be constantly re-examined and improved, and that we have a responsibility for leadership in developing new concepts and better approaches.

h. *We believe* that education should be applicable not only to the present but also to the future, the timely and the timeless. Education should be flexible. It should take the lead in developing a generation capable of adapting to a changing environment intelligently and with equanimity.

i. *We believe* that we should create an environment in our schools which encourages:
   1) Loyalty to the basic ideas of democracy and a sense of civic responsibility.
   2) Knowledge of and pride in the traditions of the student's own country, race, and beliefs or religion, and respect for the traditions of others.
   3) Respect for personal and public property.
   4) A high moral standard and high level of integrity.
   5) Intellectual curiosity.
   6) A sense of personal dignity, self-knowledge, and respect for others.
   7) An understanding of the function of the home and family.
   8) High standards of achievement and pride in excellence.
   9) A sense of honor.

EDUCATIONAL PROGRAM

Scope of Curriculum

a. *The Berkeley School population includes* a wide diversity of racial and ethnic groups, a wide range of socio-economic levels, and a wide variety of parental aspirations for their children. It includes a clustering at the extreme ranges of intellectual level. There is also diverse public opinion regarding school operations. Moreover, the Berkeley school population is an extremely mobile and varied one, requiring the development of a unique, diverse, and flexible curriculum.

b. *Most children* educated in Berkeley in the 1960's and 1970's will have a life span extending into the mid-twenty-first century. The United States will have to compete more vigorously for world markets as the world becomes increasingly industrialized. New technologies will require highly developed professional and technical training and skills. As our economy develops there will be less need for unskilled labor.

1) The higher standard of living will cause a marked increase in productivity. Increasing automation and the resultant shorter work week will mean that men will have more leisure, and will need to be prepared to use it well.
2) The increased population of our country and of the world will mean that men must constantly attempt to understand their differences, and learn to live together in peace.
3) As old geographic frontiers disappear, men will have to reach toward new frontiers of space and knowledge. They will have to explore and find methods of controlling their environment. They must be prepared to adjust to continuing change.

c. *The change and development of curriculum* must be continuous to prepare them to live effectively in that future. The change must reflect the fundamental principles, the broad concepts, and the big ideas in the various subject fields. It must recognize and apply the experience and growing knowledge of man's cultural heritage. The developing curriculum must consider the inter-relationships among fields of knowledge, the common grounds in the areas of inquiry.

Appendix B

PROPOSALS AND SUGGESTIONS

I. Summary of Proposals (in order in which they were received for evaluation.)

1. 1964 Staff (Wennerberg) Proposal

In May 1964, a staff task force recommended a K-3, 4-6 four-strip elementary school desegregation plan. There would be four East-West strips, each with several K-3 schools located in the foothills and hills. Each strip would contain one intermediate 4-6 school. One of the District's three primary schools would be discontinued, and the others would become kindergarten schools.

The plan would require conversion of small school plants to conform to fire safety requirements for children grades K-2.

It would hold transportation costs to a minimum, but it would result in busing all of South and West Berkeley children across the city.

2. Whittier Proposal

The plan submitted by the Whittier School faculty advocates a K-6 grade organization in each of the elementary schools. Through the use of computers, both pupils and teachers would be dispersed throughout the city in order to achieve recommended balance. Advantages of the plan include the stability afforded pupils who attend the same school for several years. The dispersal of children throughout the city could result in a complicated transportation system, as well as possible repercussions from parents.

3. The Columbus Plan

This proposal recommends that primary and K-6 schools throughout the District remain intect. Desegregation would be accomplished by grouping K-6 schools into four

East-West strips. Racial as well as achievement balance would be sought for each school.

There would be substantial changes in the internal operations of the school in the areas of guidance, classroom organization, curriculum, in-service training, and parent-involvement.

Few or no changes would be required in existing school structures, but transportation service for children in both eastern and western sections of the city would be necessary.

4. The Lincoln School Proposal

This was the only plan to suggest North-South elementary school attendance zones. There would be five strips: The middle strip schools would serve all K-1 children; the two strips on either side of the middle strip would house all 2-3 grade children; and the two outer strips would be 4-5-6 grade schools. The children would be bused to achieve integration. Busing demands in terms of distance and numbers bused would fall equally on all parts of the community. Two disadvantages of this plan: (1) it would require children to attend three different elementary schools, and (2) it would discourage instructional continuity.

5. Longfellow Proposal

A committee of nine Longfellow teachers submitted a brief proposal suggesting K-3 schools in East Berkeley, and 4-6 schools for the rest of Berkeley. The factor of unbalanced busing (K-3 pupils eastward, and 4-6 pupils westward) would undoubtedly be opposed by some West Berkeley parents.

6. The Berkeley Teachers Association Plan

This proposal recommended retention of the K-6 grade organization and centralized preschool sites. (The K-4, 5-8, 9-12 structure was considered optimum, but financially unfeasible.) Racial balance in K-6 would be achieved through the formation of inner-outer neighborhood school boundaries and four tentative attendance strips. Children living in the inner neighborhood would attend their neighborhood school, and children living in the outer neighborhood would be bused. Advantages included are no plant conversions, stability of student attendance and staffing, and concentration of funds on curriculum innovations. Disadvantages could be the imbalanced sharing of busing, and the possible regidity toward innovations in the K-6 structure.

7. The Berkeley Federation of Teachers Effective Schools Proposal

This proposal was submitted prior to the Board's decision to integrate all the elementary schools by 1968. It was primarily concerned with an enriched instructional program for integrated elementary education. It suggested the adoption of the elementary integration plan outlined in the 1964 De Facto Segregation Report.

8. Chengson Plan

Mr. Chengson suggested leaving the central-city schools intact. Schools would exchange students to achieve a satisfactory ratio. The plan assumed a city-wide ratio balance at the middle area schools. This is not true, however. A further weakness would be the difficulty of achieving a socio-economic balance in the schools by excluding children from the central area of the city.

9. Community for New Politics

This proposal suggested the establishment of a K-4 and 5-6 grade organization. The District's larger elementary schools would be used as 5-6 schools, while the remaining elementary schools would be K-4. Each class would reflect the racial composition of the city. The racial balance would be achieved by busing children, using a random selection process. A minimum of housing conversion would be necessary. The establishment of 5-6 schools would serve to increase the number of schools a child would attend during his educational career; it would mean that a child would attend two schools for a period of two years each, and another school for one year.

10. Barber Proposal

Mrs. Barber proposed voluntary desegregation in grades 2-5, matching two large West Berkeley schools with five smaller East Berkeley schools. Kindergarten and first grade classes would remain in their present neighborhood schools. A number of sixth graders would be housed in the two junior high schools. The voluntary nature of the plan, and the fact that it suggested only partial desegregation, constitute its greatest weaknesses.

11. The Schooley Plan

This plan proposed a K-4, 5-8, 9-12 grade organization. The report used the southernmost schools in the District as examples of how the above grade organizations might work throughout the District. These would be four K-4 schools and the junior high in the area would become a 5-8 grade school for the Southern strips.

The report suggested that desegregation would be accomplished by opening enrollment in these schools, and reciprocal transfer would be encouraged by making the most segregated of the four elementary schools in the group a "quality" school.

The plan also suggested that changing racial patterns in attendance areas would make possible racial desegregation in the neighborhood school. Racial proportions, however, do not lend themselves to racial balance in neighborhood schools. This also would not produce a socio-economic balance. The 5-8 middle school plan offers attractive possibilities for instructional and organizational innovations.

12. The Zacher Plan

This proposal is similar to other middle school plans. There would be three middle schools on the 7-8, and 9th grade sites, and the elementary school nearest the high school would be included as a high school annex to serve grades 9-12, and the "best" elementary schools would house grades K-4. One elementary school would be used to house the District's Administration, after selling the property it now occupies. The advantages of the 5-4-4 grade structure include fewer school changes for children, improved facilities for grades 5 and 6, articulation of grades 5-8 and 9-12, specialization of grades K-4, opportunity to innovate grade structure, grouping, and curriculum, and the possible inclusion of the pre-school program within the K-4 sites.

The disadvantages include considerable plant conversion, and the space limitations of Oxford as a Central Administration Center.

13. The Walker Plan

This proposal is essentially a middle school plan, housing pre-school in the three primary schools and the Administration Building, the K-4 grades in ten elementary schools, grades 5-8 in the junior high schools and one large elementary school in the Southwest part of town. The only secondary school change would be housing at the continuation school and the elementary school adjacent to the high school. Integration would be achieved at K-4 by combining portions of two to four school populations. The building enrollment figures were based upon the recommendation that the schools would operated on a year-round basis. Children could attend any three quarters and could even attend all four year quarters if they desired.

Another idea recommended a joint city-school pilot program for the possible free transportation of school children.

14. Whittier P.T.A. Study Group

The Study Group proposed that the K-6 school structure be retained. Racial and socio-economic balance would be achieved through the core neighborhood. Children in the core neighborhood would comprise about 30 percent of that neighborhood school population and "non-core" children would be grouped by neighborhood and bused. No school plant conversions would be necessary. This proposal would result in busing about 70 percent of the K-6 children. Advantages stressed were the attainment of socio-economic, and racial balance, no plant conversions, stability of neighborhood attendance areas, and concentration offunds on improvement in internal programs. Disadvantages cited would include high busing costs, and the imbalanced sharing of busing.

15. Samuel Markowitz Plan

The K-6 elementary structure would be retained. Three West Berkeley elementary schools would be sold. The 2,363 children in these schools would be distributed over the remaining eleven elementary and two primary schools. There would be voluntary busing and transfer privileges extended to the three primary schools.

The plan would require an estimated 26 percent increase in space at the receiving schools, but the building costs would be partially offset by the sale of the three West Berkeley schools. The plan assumes busing of Negro children to three central-city schools. However, this would cause a racial imbalance in these schools since they are now close to the desired ratio. If these schools were not used then the need for space would be greater in the remaining schools. Adequate playground space would be a problem at many elementary school sites. This plan places the busing burden on the West Berkeley community.

16. Mrs. Alphas Scoggins' Plan

The major portion of this proposal emphasized the need for an expanded program of early childhood education. The kindergarten would be eliminated, children, ages two to five would be together in a well-articulated educational program which would be coordinated with first grade curriculum. The grade arrangement would be Age 2-K, grades 1-4; 5-6; 7-8; 9; 10-12.

The suggested 1-4 schools would provide insufficient space for the grade 1-4 population. Housing space is presently insufficient to accommodate all Berkeley children ages two through four.

17. Cuffee Proposal

This was a proposal for open enrollment for the elementary schools so that each school would reflect the racial composition of the city's children. Parents of pre-schoolers would register their children in the Spring at neighborhood schools and the pupils would be assigned schools during the summer to effect the desired racial balance. The numbers of children bused could not be determined without determining how the racial quota for a given school would be selected. Building capacities would be adequate since no change in use of buildings was indicated. The major costs would result from busing. Heterogeneous grouping, to be determined by I.Q. tests, was also recommended.

18. Jan Glading Proposal

The proposal recommended that five centrally located elementary schools become 4-6 "buffer zone" schools. Negro and Caucasian children would then bus equal distances to school. No details on the logistics of integrating the remaining elementary grades, K-3, were given. One additional school plant would be needed for the present school population. Of the remaining plants that would house K-3 grades, six building types do not permit K-2 students on the second floor without expensive plant modification.

19. Jean Brooks Plan

    A K-6 grade structure would be maintained. The city would be divided into four East-West strips. Children at each grade level would be divided into two halves. One-half would be busees the first year, the other half the following year. Children would be alternating on a yearly basis between two schools. The plan would call for busing approximately fifty percent of the children.

II. Summary of Suggestions

Many interested persons submitted written integration suggestions. These suggestions were reviewed, and are summarized as follows:

1. Glena Crumal urged that no plan be adopted that would locate pre-school children on sites away from kindergarten children.
2. The Washington University Laboratory School faculty expressed its desire to contribute to integration planning by providing opportunities to observe the advantages of integrated education in its classes.
3. The LeConte P.T.A. submitted the responses to a questionnaire designed to get opinions on four selected plans for integrating elementary schools.
4. Mr. Preston, Berkeley Adult School, recommended that efforts be made to integrate adult classes, especially those involving parents, and young adults.
5. Mr. Curtice, Berkeley High School, indicated that a four year high school would be more efficient and effective. Another possibility was for a small second high school campus to include the continuation school, and to accommodate about 400-500 students.
6. The Thousand Oaks P.T.A. Council representatives submitted a summary of parent opinions and concerns. Most of them endorsed the idea of integration, but had reservations concerning implementation of the plans.
7. Kathryne Favors, Intergroup Education, suggested criteria for the achievement of heterogeneity in the classroom.
8. Mr. Ehrenkrantz presented a detailed letter recommending that all integration and busing plans be strongly weighed in light of their effects on the root problem, namely segregated housing.
9. Mrs. Juanita Robinson listed educational concerns and reforms beyond school desegregation in order to achieve real integration.
10. A suggestion that two model racially balanced schools be organized in West Berkeley was made by Virginia Miltenberger.
11. Mr. Roger Hill proposed that the adopted integration plan should not include the busing of K-3 children. Money saved would be applied to integrated extra-curricular programs.
12. Jan Glading recommended creating a second high school to be called North Berkeley High. Both high schools would be four year high schools. The present attendance boundaries dividing the junior high school populations would serve as high school attendance areas.
13. A letter from Beverlee Whitener suggested that the Task Groups evaluate the first year of integration at the secondary schools.
14. Dr. Rodeheaver submitted written concerns regarding a preliminary Task Group report on the K--4, 5-8, 9-12 plan. He questioned the capacity figures given for the junior

high schools as unrealistic, and advised that a 6-8 grade organization in these plants would be more realistic.

15. A group of John Muir parents, under the letterhead of Mrs. Victor Decker, stressed the need for maintaining the present quality of education following integration. She asked that preliminary plans be made available to interested groups.

16. The Emerson school staff sent a poll summary regarding teacher preferences for five briefly sketched integration plans. The 1964 Wennerberg Staff Plan received a majority vote.

17. Mr. E. J. Ostrowski registered a written protest against plans for a two-way busing system. He suggested that principals be given more authority in the administration of neighborhood schools.

18. Dr. Cleland, Coordinator of Attendance, submitted his concerns regarding busing and its possible effects on attendance, and suggested possible steps to minimize attendance problems.

19. The District Guidance and Psychology Department submitted ideas for in-service training utilizing the help of their staff. Suggestions included parent involvement in integrated school-related experiences.

20. The Cragmont P.T.A. sent the results of a survey of reactions to the Board's decision to totally integrate the schools. Other suggestions related to various goals for children's education, ranked in terms of importance.

21. A statement of support for the aims of integration and an offer of help to effect its implementation was sent by Mr. Henry Hill, President of the Parent-Teacher Association. The letter suggested how fears associated with busing could be minimized through careful planning.

22. The Whittier staff endorsed the integration resolution, and sent guidelines for achieving quality education in an integrated setting, which included heterogeneous grouping, individualization of instruction, and multi-age groups.

23. Mrs. Alphas Scoggins sent a letter endorsing the Board's commitment to total integration. She recommended that parent orientation classes be established which would focus on the importance of education, and which would help parents reinforce their child's education.